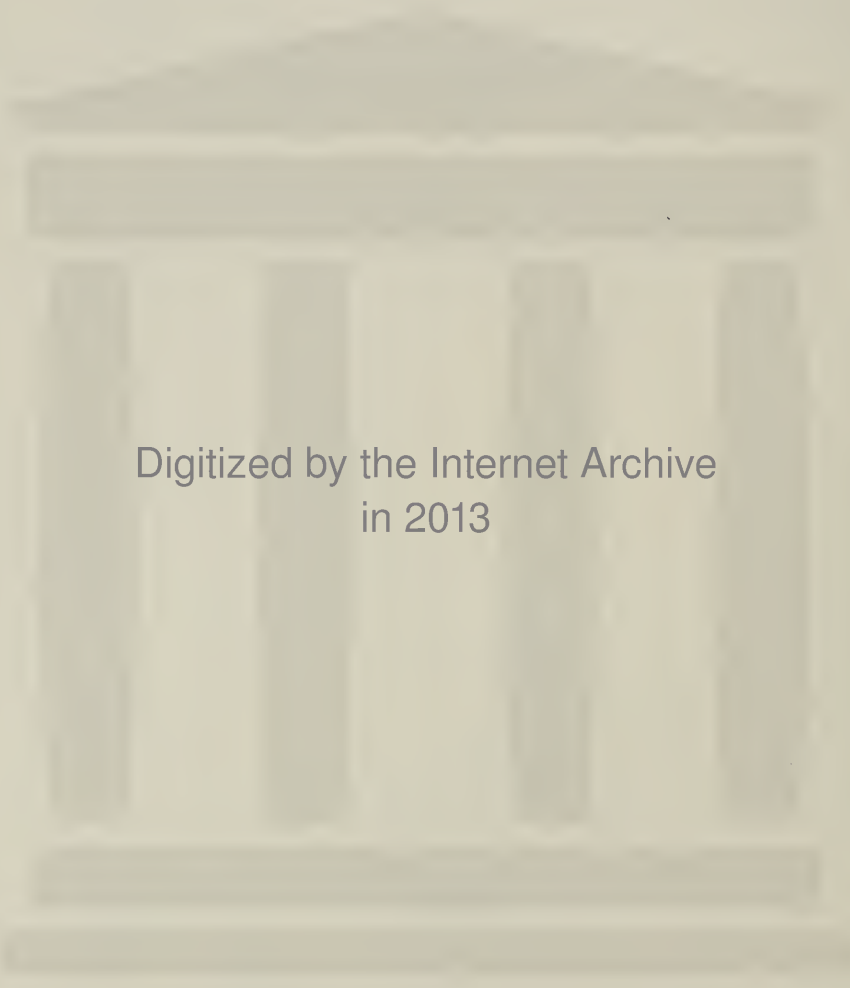


President's Report



for the Sessions of 1958-1959

BOWDOIN COLLEGE BULLETIN



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REPORT OF THE PRESIDENT

To the Trustees and Overseers of Bowdoin College:

I have the honor to submit the following report for the academic year 1958-1959:

THE IMAGE OF BOWDOIN

Modern sociological jargon so quickly adopted by Madison Avenue, focuses attention on the importance of "image"; the image of an institution denotes the manner in which it is viewed by its public. Careful scrutiny of the image of Bowdoin, and the assessment of the accuracy of that image, should be fruitful in understanding the College in today's dynamic world, and in enhancing the service of the College in the world of tomorrow.

Bowdoin's image will appear variously to different groups—students, Faculty, Alumni, and the discriminating and general public. For one so intimately associated with the College itself as its President, to differentiate the impacts of this image as they vary in their effect upon one group or another is impossible. The image can be analyzed, however, in terms of its components—student, professor, the institution corporate, and its place in the future.

1. THE STUDENT

The charter granted by the General Court of Massachusetts on June 24, 1794, provides:

... that there be Erected and Established in the Town of Brunswick in the District of Maine, a College for the Purpose of educating Youth . . .

To further this purpose the Corporation created in this charter is authorized to use

... the clear Rents, Issues, and Profits of all the Estate real and personal of which the said Corporation shall be

Seized or Possessed . . . in such a Manner as shall most Effectually Promote Virtue and Piety and the Knowledge of such of the Languages and of the Useful and Liberal Arts and Sciences as shall hereafter be Directed from Time to Time by the said Corporation.

"For the purpose of educating youth." One viewing college life from afar might wonder how much a college emphasizes this purpose. The welter of activities outside the classroom which crowd the college calendar—meetings, athletic events, plays, social activities, lectures, concerts, art exhibitions, and library displays—seem to engulf the formal program of instruction. Yet for one on campus from day to day observing students and faculty moving from class to class, working in the library or laboratory, the central purpose of the college is clear. So, too, is the dedication to this goal of the students as individuals.

However, a boy considering a college is unlikely to read its charter. He has no means of sensing the degree of vitality of the intellectual life of the campus. He cannot make an intelligent choice from information which appears in the public press, for most of this pertains to peripheral activities, and the emphasis of the public press is more apt to be upon intercollegiate athletics. The prospective student has no means of obtaining the scholarly bibliographies of the faculty, nor of knowing their ability as teachers. That the best students should attend the best colleges is obviously in the public interest as well as their own, but how are they to know. David Riesman in his thoughtful book, *Constraint and Variety in American Education*, comments on this:

The more I have considered the matter, the more I have become convinced that the cause of improved education would be enormously aided if some impartial yet fearless agency could issue vivid and candid reports on colleges and schools of the sort Consumers Union publishes on commodities. It is astonishing, when one thinks about it, that the Federal Trade Commission polices advertising for hard goods where often the worst that can happen is that one can be cheated of money, and that various

consumer-research organizations provide reliable data on vacuum cleaners, driers, radios, and canned goods, while no similar agency polices school and college catalogues and brochures and does research on the qualitative aspects of education from the student's point of view. If one loses a few dollars through misleading advertising, one can make others, but if one loses four years through misleading schooling, one cannot make them up—on the contrary, in some cases, one may have formed false values, false estimates of one's self, of others, and of the universe.

Within the past few weeks Washington has proposed the establishment of just such an evaluating agency, impossible as the task may seem.

Why does a student choose to attend Bowdoin among the many fine colleges he might attend? To make this choice intelligently he must differentiate among a myriad variety of institutions. Fortunately, much of this differentiation can be broken down into bilateral choices: coeducation or men only? large or small? liberal arts or engineering and technology? He should (but probably doesn't) ask whether he seeks an invigorating, demanding education, or merely the prestige of a college degree, pleasantly and painlessly obtained. Geographical location will be a simple factor: East, South, Midwest or West? The cost of attending college may well be a consideration, paradoxically (but not obviously) more important for some of those who will pay all their own expenses than for men whose need and ability qualify them for financial aid. For the student with financial need, cost factors cancel out relative to one institution or another, provided both have liberal financial aid programs to assist students beyond the resources afforded by himself or his family.

After making these choices, students who may be interested in Bowdoin know they want a small liberal arts college for men in New England. But which of several excellent such colleges? No one of them claims it provides better education than any other, for their programs, while different, are remark-

ably similar in the demands which they make on the student who graduates.

At this point in the choice of a college, subjective judgment must prevail. The subfreshman may be acquainted with one or more alumni; the impression which they make on him and the esteem in which they are held in their local communities will influence his determination of a college. He knows boys one or two years his senior who are already students in college, and the respect he will have for them and their impressions of college will be important. He visits the campus while College is in session, to gain for himself an impression of the environment at Bowdoin; an environment composed not only of the campus, the paths, trees, and physical facilities; but more important, the academic environment encompassing the students and Faculty and their mutual impact. By his visit to the campus he can also assess the interaction of his own personality with that of the college complex.

The Bowdoin student in his composite image is a reflection of all who attend, and of the prevailing attitudes on the campus. He reflects the basic integrity of the State of Maine—an honesty born from familiarity with nature, and from learning to think for one's self, in the absence of superficially sophisticating influences. He reflects the perception so long inherent in a community born out of seafarers of a century ago, of shipmasters and families who made ports of all oceans their own, absorbing their cultures. He reflects that diversity of interest which comes with the student hailing from a metropolitan center, a far-off state, or a foreign land. Pretensions cannot long survive in such a group. Reflected, too, is the nature of a student body still predominantly New England. (And among the widely known colleges in New England, at Bowdoin almost alone do New Englanders predominate in the student body.)

Other diversity is in the Bowdoin student. To some extent this is geographic, with twenty-seven states and twelve foreign countries represented. But geographic diversity in this day of rapid communication and transportation is less differentiating

than formerly, and is not so important as is diversity in other forms. Boys from Oak Park and Scarsdale have backgrounds and attitudes which are more remarkable in their similarities than their differences.

The College benefits to a greater extent from diversity of economic and social backgrounds, and diversity of national origins of its students, which is necessary in a student body representative of the nation as a whole. This diversity is maintained in large degree through the program of financial aid, by which almost one-third of the students presently enrolled receive financial assistance from the College. The boy from the well-to-do family can maintain no pretensions amidst this group, and the boy whose family is without means learns that he has as much to offer as the son of wealth.

There is a further diversity of intellect. Not in terms of ability, for the highly selected Bowdoin student is intellectually able; rather it is a diversity of intellectual interest, ranging from Aristotle to amoebae, in the small student body. The enforced familiarity of these diverse groups enhances the development of all of them.

The contemporary college student in his attitude toward his work and in his seriousness of purpose, contrasts markedly with the student of several decades ago. More conscious of the role of education in his own life and of the importance of a good education, his work in college is on the whole well-organized and diligently pursued.

Strangely, at the same time, today's student is less secure. Perhaps this may be because he thinks too much, but more reasonably it may be the resultant greater flexibility of family life and mobility of family components, which we enjoy through the increasing use of the automobile, the ease with which parents independently pursue their own lives while the material and physical needs of their children are met somewhat impersonally. Absent is the family housekeeper of old, the grandmother, or the aunt, formerly always at home to give security to the growing child, even in the less frequent absence

of parents. The "catch-as-catch-can" baby sitter is a substitute rather than a replacement. And in some cases, this flexibility has resulted in broken homes. Present day youth's insecurity is evidenced by the inclination toward "going steady," toward early marriage, and by the number of those who have personality disturbances of sufficient intensity to involve medical treatment. Indicative, too, of his pre-college experience is the student's attitude toward the material pleasures—automobiles, alcohol, television, and the movies.

For the student at Bowdoin, the fraternity plays an important role. In its true function, the fraternity must make a positive contribution to the development of the student in line with the objectives of the College itself. This contribution must be sufficient to offset the extra expenses inherent in the fraternity system. Fraternity houses are more expensive to maintain and operate than are the college dormitories. Separate heating systems and separate electric meters are extra cost items; to feed men from twelve separate kitchens, with cooking by twelve chefs, is more expensive than to feed them from a single kitchen directed by one head chef. Except for two houses, national fraternity offices take fees and annual dues from the local chapters, this year amounting to more than ten thousand dollars. The College itself recognizes the extra costs involved in fraternity membership in setting the amount of a normal student budget by which financial aid is calculated.

The fraternity provides opportunities not otherwise available for the personal development of the student in making a group of close friends (provided the houses are not oversized, as is sometimes the case) and by living in intimate association in a group which contains markedly different personalities and men of markedly different backgrounds and interests. The fraternities also provide opportunities for leadership on a much wider basis than would otherwise be the case. A man naturally inclined toward leadership can be of tremendous assistance to his own chapter in elevating the tone and aspirations of the group.

In view of the integral part which fraternities play on the Bowdoin campus in developing student attitudes, and in view of the extra costs added to an already costly education for the student himself, and for the College as well, it is incumbent upon each fraternity to make a distinct, positive contribution in terms of the primary aims of the College. The fraternity is perhaps *the* most important environmental factor in a Bowdoin education, and to the extent that negative influences prevail, and the basic purposes of the College are vitiated by desultory attitudes pervading a fraternity, so is the extra expense of fraternity life wasted, and a portion of the expense of the instructional and scholarship program of the College neutralized. Any weakness occasioned by the environment outside the classroom must be eliminated. The Faculty is able, well-trained, and stimulating; the curricular facilities are all that could be asked; the selectivity of students is such that their intelligence, previous schooling, and background are almost more than could be desired. In the total task of the College, contrary debilitating influences cannot be ignored.

2. THE PROFESSOR

In educating youth and effectually promoting knowledge, the teacher, though perhaps not an absolute necessity, is virtually so. Next to the student, the teacher in the college is the most important human factor. It is he who guides the students as they wend their ways by their sometimes devious paths toward intellectual maturity. It is he who attracts and selects younger faculty colleagues, and helps them become oriented to their students and to the college. It is he who, by precept and example, determines the kind of men who grow from the boys who enter college as Freshmen.

In addition to his being a man of superior intelligence with sound training, the professor at a college like Bowdoin has marked teaching ability. This does not necessarily mean that he will be popular in the classroom, or that there will not be some students who are markedly irritated by him or his person-

ality. (Irritation is an effective tool of some teachers, and sometimes is the only way a particular student can be reached.)

Beyond these essentials, however, the professor at Bowdoin has a genuine interest in and concern for his student. Not only is he capable, but he is genuinely motivated to assist a student in his development, both within the formal curriculum and without. This individual concern of professor for student is one of the advantages of the small college.

The professor is a man of sound character, a man who is dedicated to that which is worth while. He fully feels his obligation for service to society, which in its exercise permits him to influence his students in achieving the same sense of obligation. He knows that if the student does not feel a compulsion for service when he leaves college, the education he has received will little benefit the public good.

The able professor has an abiding interest in his particular subject. Liberal education requires initiating student interest in a wide variety of matters, and the professor without an infectious enthusiasm for his subject can scarcely bring his students to an appreciation of it. To maintain his interest in his subject, and to demonstrate effectively the working of the scholar's mind, the professor actively pursues his study, research, and writing.

At the college level education is not solely a process of teaching and being taught. Rather it is a matter of professor and student learning together, the former guiding, the latter sometimes stimulating new approaches. The professor who has stopped learning (and he can learn in no other way than through his own study) can scarcely expect his student to learn with him. In the latter case, for a student to learn at a level of collegiate competence, it would be in spite of his instructor. In observing the professor at study and in research, and perhaps participating with him, the student will learn whence knowledge comes; that in the ultimate it does not come from the pages of a book, but rather from the organization of the human mind.

The effective professor is erudite without making a display of erudition. An expert in his own field, he appreciates broadly its relation to the interests of others and the world at large. He also understands other areas sufficiently to see applicabilities for and to his own specialty.

Through knowing such men comes the student to a respect for knowledge; to an understanding of the importance of complete freedom in the pursuit of knowledge and in the exposition of one's findings; to the ability and admiration for critical analysis; and to an appreciation of that human understanding and love, which, coupled with knowledge, spells wisdom. Were all professors to all college graduates thus, our fears in this world would not be of other men or nations, nor of progress, nor would our woes be those of poverty or malice.

Like the students, the Faculty feels very much a part of the College at Bowdoin. Full professors participate in promotions of Faculty members in lower ranks, and elect from their number an Advisory Committee of five professors who sit with the President and advise him on all appointments to the Faculty and promotions within it, as well as on many other matters of importance to the College. The work of this Committee is cyclic, arduous and may involve sacrifice of personal convenience to meet schedules in which time is a precious factor. Although no provision is made in the formal structure of the College for the Advisory Committee, it nevertheless is of tremendous assistance to the President, and its advice, although not always followed, is deeply appreciated and highly respected.

3. THE INSTITUTION CORPORATE

While there would be no college without students and their professors, at the same time students and professors alone do not make a college. The college is an institution corporate. It is a fusion of student and professor, student and student, professor and professor. It is an environment for study and development; an environment of men living together, studying with one another, pursuing those elusive elements which com-

prise understanding. It is a means to the end result of serving mankind through educated and devoted men.

As an institution, Bowdoin College recognizes that the whole man not only must have the right to life, liberty, and the pursuit of happiness, but also must be able to use advantageously and enjoy liberty and the pursuit of happiness, once these have become his earned reward. To make the whole man, there are, outside of the classroom and the curriculum, social opportunities; opportunities in athletics and the health program for physical development; extracurricular opportunities for cultural advancement in music, drama, arts, and letters. The College as a corporate body provides and supports all of these means which are partial to the completed end.

The College as an institution comprehends also its former students who make up the body of Alumni. Comprising a nebulous group of educated men, actively engaged in careers involving professional or business skills, creative ability, and considerable knowledge, these Alumni are in their activities the justification for the College's existence. Each in his own way, the alumnus continues the education he began at Bowdoin, and to the extent the College can assist in this, it is desirable that it do so. Means should be found for Bowdoin to establish a program of continuing education for Alumni; perhaps through Alumni seminars held on campus during the summer, Alumni conferences during the year, or through publications or periodicals.

The Alumni form a real part of the College in another sense—through their support, both spiritual and material. The Alumni program of annual giving toward current expenses of the College provides income equal to several million dollars of endowment. Further, without the continuing gifts of the Alumni for buildings and endowment, the College would have little in the way of capital resources.

The institution is comprised also of its Trustees and Overseers. (The Overseers and Trustees presently are themselves Alumni of the College, and every second member of the Board

of Overseers is elected following a general ballot of the Alumni.) These men who serve with such distinction and sacrifice look to the institution with such respect that they feel honored to partake in its direction. The two corporations—the President and Trustees, and the Overseers—have the ultimate and final responsibility for the College and all of its activities. The duties of these Boards can be and are delegated, but their responsibilities cannot be. Beardsley Ruml, in his recently published book, *Memo to a College Trustee*, points this out succinctly.

The College as an institution is also the community, and concurrently it serves the community. In effect there are two communities; one determined geographically, the campus, Brunswick and surrounding areas of Maine, which new highways bring ever closer. Lectures, concerts, exhibitions, and theater at the College comprise a part of the College's contribution to its geographic community.

Its second community lies in the educational world, and here also does the College offer significant service. During the coming summer the most notable extracurricular contributions will be found in the four 1959 Summer Institutes of the National Science Foundation operated by the College: for teachers of Biology, under the direction of Professor Gustafson; of Chemistry, directed by Professor Kamerling; of Mathematics, with Professor Christie as Director; and of Physics, under Professor Little. Also, through the Speech Workshop at the Oakes Center in Bar Harbor, conducted by Professor Thayer, the College is attempting to bring to teachers in the elementary and secondary schools an awareness of the increasing importance of oral-aural techniques in a world in which radio, telephone, television, phonograph, and tape recorders place increasing emphasis on the spoken as opposed to the written word. Tomorrow's college students and tomorrow's citizens must both speak and hear with utmost effectiveness, and proper techniques for this must be inculcated not through special courses, but throughout all school work. For the necessary coordination of

all these summer programs, Professor Greason has been appointed Coordinator of Summer Programs. During the college year 1959-60 there will be an NSF-sponsored In-Service Institute for teachers of Mathematics from nearby areas, to be directed by Professor Chittim.

4. BOWDOIN'S PLACE IN THE FUTURE

Bowdoin College in the future will remain firm in its dedication to the individual and to the society which supports it, offering the highest quality liberal education. It must hold primary the development of the individual and of his ultimate potential to enable him to fulfill his greatest role in that society.

In forming the student and scholar, the College does not want to hatch a mere bookworm. But at the same time, in developing the whole man, the student cannot become merely an "open-ended" sophisticate, steeped with glibness but devoid of purpose, society minded but not socially conscious, with no more to his life than to pass the time between social engagements in a necessary but boring occupation. As an alumnus he must realize that a program of athletics for all is not synonymous with the statement that athletics is all.

From all sides there come cries for more of those things in higher education which Bowdoin College can do best. In its statement on education just issued, the President's Science Advisory Committee emphasizes that "our changing civilization will demand in the future an even greater devotion to learning and a greater pride in intellectual achievement," and that "Americans should attach a greater value to intellectual excellence." In a recent address, the eminent historian, Dr. Henry Steele Commager, states "great scholarly and scientific enterprises will demand far more exhaustive and intelligent use of academic resources than is now customary . . ." These challenges reinforce Bowdoin's determination in its course.

The program of the College must assure that in addition to having greater knowledge, its students will be more alert when they leave than when they entered, with a high and a broad

level of interest; that they will be critically discriminating and not afraid to exercise that discrimination by making value judgments; that they will be people of judicious temperament and of high character; and that they will, sensing an obligation for service, serve mankind in the highest capacity within their reach.

The College of the future will be larger than the College of the present. The growth to 925 students, already determined, must be planned and then implemented in such fashion as to provide simultaneously the utmost enhancement of the total college program. Able minds with flexibility of approach, laboring long hours, must pursue this important task.

Coincident with this growth, through the greater selectivity resulting from the pressure of applicants for admission, and through the improvement in quality of secondary education, the College must adjust its program to the challenging and increasingly competent students who will enter. A college cannot coast on its reputation, for, as Riesman in the work previously quoted, points out:

Such coasting disheartens those who would like to see the college develop, since it encourages the complacency of the home guard; and of course also cheats the students who come expecting that college will be different from high school, when in fact it may only be more of the same, or worse.

Good teachers need good students to keep them good, [and] it frequently happens that a college almost accumulates that "critical mass" requisite for a profound alteration in its image and in its impact on students, and then loses the opportunity.

At present Bowdoin is in the advantageous position which Ruml points out in his *Memo to a College Trustee*, just published:

The stronger liberal colleges, those which today are able to attract tuition-paying students and are also able and willing to use a large percentage of these tuitions for the

costs of instruction, and who organize their curricular programs so as to give compensation levels that are practical, with a higher student-teacher ratio, can become educational institutions of absolutely first rank. They can be greater in power and service than any colleges we have yet seen. Their potential financial strength is sufficient to make them communities of the truly great minds of the generation. The liberal college may indeed provide the setting for a richer and more productive intellectual community than does many a great and largely professionally oriented university.

5. FINANCING THIS FUTURE

For its capital development, actively there are being sought funds for a full library program with the necessary supplement for Hubbard Hall, for additional dormitories, for an enlargement of the gymnasium, and for endowment to provide necessary additional income and more financial aid for students in the form of scholarships and loans.

The College requires not only greater income, but it must face the obligation of compensating its Faculty at a higher level. Costs of education are continually rising, and ways and means must be found to meet these fiscal demands. Beyond this, within the College itself, there must be found economies by which some of the increase in costs can be offset.

But this statement is not only applicable to the College of the future; it applies with particular force to the College of the present. For the year 1958-59, in order to implement necessary increases in Faculty salaries and meet other increases in costs, not only was tuition raised but a deficit budget was adopted. For the year 1959-60, if all the well-justified requests for budgetary increases were to be approved, the estimated deficit would approach \$150,000. Projections for subsequent years, assuming periodic increases in tuition rates, are fiscally discouraging, suggesting an accumulated deficit in operating expenses of as much as \$1,000,000 by 1967. Obviously we must either find phenomenal growth in endowment or outside

support, or alternatively, we must tighten our belts and learn to do more with less, substituting ingenuity and determination.

Without question, tuition charges will be higher in all institutions of higher education, unless the State or Federal government is ultimately to support and control them all. For many students and families these higher costs will pose a real problem, and to assist them ways and means must be developed by which these costs can be spread out over a long span of years, preferably during which time the student's earning power will be high. If the student takes the responsibility for meeting a major share of these costs himself, his period of high earning will be subsequent rather than prior to his graduation. Because the financial aid program of the College is of such increasing importance, and is so extended, the College has appointed during the year a Director of Student Aid to coordinate, and assume the responsibility for, programs involving scholarships, loans, and part-time work.

The President's task of administering a college has become one of tremendous complexity; this is not said for the purpose of inviting sympathy, nor is it a complaint. The comments in the press and magazines on the resignations of several of the ablest college presidents at an early age attest to this. Day-to-day crises and the constant demands for immediate decisions, the expeditious handling of administrative detail and the routing of problems to those best qualified to handle them, are more and more demanding. Add to this the traditional responsibility of the Bowdoin President to teach an undergraduate course, and no time is left for that thought which is required for the minimum degree of competent educational leadership. From the day when the college president could administer the whole institution from his home—faculty, students, and plant—we have now reached a point where competent and full organization is necessary.

Full and competent administration is a necessary part of the modern college, and it should be as efficient as possible. Optimum efficiency in the administrative offices in Massachusetts

Hall is not achieved, due to severe crowding. New work positions have been provided so ingeniously that the crowding is not as apparent as it is real. Pleasant as it might be to have the proverbial secretary sitting on the proverbial lap, it is not an efficient way to work; and unpopular as it is to advocate need for administrative office space, the situation is such that the increased effectiveness of the administrative personnel justifies the risk of unpopularity, to say nothing of the expense of providing the space required.

At present there are nine individuals on the first floor of Massachusetts Hall, fifteen on the second floor, and five on the third floor, where the Faculty Room occupies most of the available space. Beyond this, at peak periods secretaries and clerks work in the basement, which is no more than a cellar, and from time to time the Faculty Room itself is expropriated for use as office space.

To provide temporary relief, it may be necessary to move some offices into other buildings if the space can be made available. This is not a solution and it is scarcely a good expedient, but it will be an improvement over the existing situation. Other administrative office personnel are housed in Getchell House, across Bath Street and off the campus. Here, aside from the Alumni Office, is the Office of the Vice-President and all personnel required for the development and public relations program. The clerk in charge of and the files for the Student Aid Program are inconveniently and inefficiently located in Rhodes Hall, again across the street from the campus. Office equipment and machines are divided between Getchell House and Massachusetts Hall. This is scarcely a token of good operation. Office space in Massachusetts Hall occupies an area of 3,600 square feet, that occupied by the Vice-President's office in Getchell House is 2,500 square feet, and that for the Student Aid Office in Rhodes Hall is 210 square feet. The estimated number of square feet required for the staff of these same offices, in accordance with good office management practice, totals 13,700, compared with the 6,310 square feet presently available.

After many years under similar conditions, the University of Rochester has just completed and occupied a building for administrative offices. Of this, President de Kiewiet in his annual report states:

This is the first time in the history of the University there has been such a building . . . This makes for easy communication among those who work closely with one another and, in general is resulting in a more tightly knit group of those who must think and act in terms of the interests of the University as a whole.

Testimony to the contribution the new building is making is furnished by the Director of Admissions and Student Aid, who . . . states: "For the first time since I have been associated with the University the Admissions Office has suitable offices for the reception of prospective students and their parents. These new offices have also enabled us to conduct the whole admissions procedure with much greater smoothness and efficiency." Other offices would echo this cry.

DE MORTUIS

William Witherle Lawrence, Ph.D., Litt.D., of the Class of 1898, Trustee Emeritus of the College, died at his home in Portland on July 25, 1958, in his eighty-second year. He was made an Overseer in 1921, and was a Trustee from 1923 until 1952, when he became Trustee Emeritus. Born in Bangor, he came to Bowdoin from Portland High School, and after graduating *summa cum laude* went immediately to the University of Leipzig for advanced study. He taught and studied at Harvard University and was awarded his doctorate there in 1903. After two years at the University of Kansas, he joined the Faculty of Columbia University, where he was made Professor of English Literature in 1916. Upon his retirement in 1936 he returned to Portland.

Scholar, author, and educator, recognized by the College by an honorary degree in 1917, he served long and ably on many

important committees of the Boards. A member of Psi Upsilon and Phi Beta Kappa, he never lost his interest in campus affairs, having a special concern for the undergraduate publications, the Museum of Fine Arts, and the Library. Erudite and cultured, his mind, like his conversation, was keen, interesting, and forthright.

Roland Eugene Clark, LL.B., A.M., of the Class of 1901, Treasurer and a Trustee of the College since 1949 and an Overseer from 1939 to 1949, died in Portland on November 1, 1958. Born in Houlton in 1879, he came to Bowdoin from Ricker Classical Institute. He was a classmate of the late Kenneth C. M. Sills, and a member of Psi Upsilon.

He acted as Secretary for Congressman Llewellyn Powers in Washington from 1901 to 1905, meanwhile receiving the degree of LL.B. from George Washington University Law School in 1904. After practicing law for twelve years in Houlton and serving as a Major in World War I, he entered banking in Portland as Vice-President in charge of the Trust Department of the Fidelity Trust Company. He held the same position with the National Bank of Commerce from 1933 until its merger in 1958 with the First Portland National Bank, when he became Trust Consultant.

Mr. Clark served Bowdoin ably in many ways over the years. He was Secretary of the Aroostook County Bowdoin Club from 1910 to 1913; President of the Portland Bowdoin Club in 1925-26; a member of the Alumni Council from 1925 to 1928, and President in 1928; a Director of the Alumni Fund from 1932 to 1935, and Chairman in 1935.

In 1952 Bowdoin conferred upon him the honorary degree of Master of Arts. His ascription read in part: "a conscientious and meticulous officer of the College carrying on the fine traditions of his important office with ability and loyalty." Thoughtful, reliable, responsible, he was intelligent and firm in thought and decision, and completely just. He wrote and spoke with precision and clarity. Roland Clark was a complete gentleman, typical of the cultured Maine tradition.

Hoyt Augustus Moore, LL.D., of the Class of 1895, Vice-President of the President and Trustees since 1948, an Overseer of the College from 1929 until 1933, and a Trustee since 1933, died in New York City on November 18, 1958.

Born in Ellsworth in 1870, he attended the public schools there and entered Bowdoin in 1891. He was a member of Delta Kappa Epsilon and of Phi Beta Kappa. As a Sophomore he won the prize for declamation, and he was chosen to deliver one of the Commencement Parts in 1895. He undertook public school work, and served as Assistant Principal of Wilton Academy, then as Superintendent of Schools and Principal of the High School in Ellsworth, and later as Principal of the High School in Putnam, Connecticut. After six years of teaching, Mr. Moore entered Harvard Law School, and received the degree of LL.B. in 1904. He immediately went into the New York City law offices of the Cravath firm, with which he was associated until his death, being admitted as a member of the firm in 1913. Since 1944 the firm, noted as one of the distinguished law firms of New York City and the nation, has borne his name—Cravath, Swain and Moore. He was for many years General Counsel for the Bethlehem Steel Corporation.

Hoyt Moore served the College as Chairman of the Visiting Committee of the Governing Boards during a time which will be recognized as a critical period in the history of the College. His many contributions to Bowdoin are well-known: the gift, in 1941, of Augustus E. Moore Hall, named in honor of his father; his support of the Sesquicentennial Fund; the Hoyt A. Moore Scholarship Fund established in 1954; and many other benefactions. Their monetary value, great as it is, however, is overwhelmed completely by the value of his personal counsel and interest in behalf of the College. These labors have been no less than his labors in his distinguished career in the law, to which his dedication was almost legendary. His ability and devotion have benefited the College far more than words can indicate. His death in a very real sense marks the

end of an era in the government of Bowdoin College.

Charles Henry Mergendahl, Ed.M., died suddenly on April 19, 1959. Following many years of secondary school teaching, Mr. Mergendahl, father of two Bowdoin sons, served from 1955 to 1958 as Lecturer in Mathematics.

George Walter Higgins, head of the Carpenter Shop for the past thirty-four years, died on February 16, 1959, at the age of 77, at his home in Brunswick. A beloved and familiar figure on the campus since 1907, "Hig's" faithful and versatile service was known to many generations of Bowdoin men.

FACULTY

In January 1959, Philip S. Wilder, Ed.M., of the Class of 1923, Assistant to the President, was appointed also Director of Student Aid, with responsibility for coordinating all programs of student aid—scholarships, loans, and part-time employment—on the campus.

Joining the Faculty during the year were: Robert Ervin Gahringer, Ph.D., as Assistant Professor of Philosophy, during the leave of Professor Edward Pols; Mario Anthony Tonon, Ed.M., of the Class of 1942, Lecturer in German; James Wilson, A.M., as Instructor in Government; John Dickson Kendall, A.M., as Instructor in English; and John Ormsby Lyons, M.S. in L.S., A.M., as Instructor in English. David William Holmes, A.M., of the Class of 1956, served as Instructor in Music for the spring semester, during the leave of Professor Tillotson.

Charles Nelson Corey, Ed.M., of the Class of 1939, was appointed Coach of Football on January 1, 1959; and Sidney John Watson was appointed, on March 1, 1959, Coach of Hockey and Assistant Coach of Football.

During the year the following members of the Faculty have been on leave: Edward Chase Kirkland, Ph.D., Litt.D., Frank Munsey Professor of History; William Campbell Root, Ph.D., Charles Weston Pickard Professor of Chemistry, for research in England and travel on the Continent; Frederic Erle Thorn-

lay Tillotson, Mus.D., Professor of Music, for study and travel in the United States during the spring semester; Eaton Leith, A.M., Professor of Romance Languages, for study at the University of Paris during the spring semester; Thomas Auraldo Riley, Ph.D., of the Class of 1928, Professor of German, in Austria for the year under a John Simon Guggenheim Memorial Fellowship; and Edward Pols, Ph.D., Associate Professor of Philosophy, at the University of London during the year working on a manuscript.

The following have been granted leave in the coming year: Philip Conway Beam, Ph.D., Henry Johnson Professor of Art and Archaeology, and Director of the Museum of Fine Arts; Norman Leslie Munn, Ph.D., Professor of Psychology; Alton Herman Gustafson, Ph.D., Professor of Biology, on a National Science Foundation Fellowship at the University of California; Louis Osborne Coxe, A.B., Pierce Professor of English, lecturing at Trinity College in Dublin, Ireland, on an Educational Exchange Grant; Jeffrey James Carre, Ph.D., of the Class of 1940, Associate Professor of Romance Languages, for study in France; and James Allen Storer, Ph.D., Associate Professor of Economics, for work at the Institute of Economic Research and Development, at the University of the Philippines, under a Fulbright Grant.

Professor Edward Chase Kirkland is formally retiring in June after being on leave of absence since 1955. His service to Bowdoin as a scholar and teacher was distinguished, and even though officially retired, he will continue his active research and writing in American economic history.

The following members of the Faculty have resigned their positions: Adam Walsh, B.S. in M.E., as Coach of Football; Robert Henry Ivy, Jr., Ph.D., Assistant Professor of Romance Languages; David Lawson Russell, Ph.D., Assistant Professor of Psychology, and Director of Student Counseling; Edwin Bonette Benjamin, Ph.D., of the Class of 1937, Assistant Professor of English; and Peter Henry Amann, Ph.D., Instructor in History.

The Faculty has been active in research and creative writing, and publications of the Faculty are listed in Appendix D.

Respectfully submitted,

JAMES STACY COLES

May 26, 1959

APPENDIX A

GIFTS AND BEQUESTS

From April 1, 1958 to March 31, 1959

GIFTS

ALUMNI AND CLASS FUNDS

Alumni Income Fund	\$106,882.74
Bowdoin College Faculty Research Fund (formerly Class of 1928 Fund) (addition)	270.00
Class of 1903 Scholarship (addition)	1,188.00
Class of 1904 Library Fund (addition)	100.00
Class of 1905 Fund (addition)	305.00
Class of 1907 For Longfellow Professorship Fund (addition)	155.00
Class of 1908 Fund	33.43
Class of 1908 50th Reunion Fund (addition)	4,382.69
Class of 1909 50th Reunion Fund	5,875.00
Class of 1910 50th Reunion Fund (addition)	9,748.93
Class of 1911 50th Reunion Fund (addition)	260.00
Class of 1912 50th Reunion Fund (addition)	955.50
Class of 1913 50th Reunion Fund (addition)	1,034.76

Class of 1914 50th Reunion Fund (addition)	315.00
Class of 1915 50th Reunion Fund (addition)	75.00
Class of 1916 50th Reunion Fund (addition)	1,990.00
Class of 1916 Generations Yet Unborn Fund (addition)	40.00
Class of 1917 50th Reunion Fund (addition)	2,015.00
Class of 1918 50th Reunion Fund (addition)	1,942.50
Class of 1919 50th Reunion Fund (addition)	994.22
Class of 1920 50th Reunion Fund (addition)	317.00
Class of 1921 Fund—Unrestricted (addition) .	45.00
Class of 1922 Fund—President's Discretion (addition)	115.00
Class of 1923 Fund (addition)	145.00
Class of 1925 Fund—Arctic Interests (addition)	617.50
Class of 1926 Fund—Scholarships (addition)	637.50
Class of 1927 Fund (addition)	10.00
Class of 1929 Fund—Scholarships (addition)	1,984.10
Class of 1930 Fund—Scholarships (addition)	50.00
Class of 1931 Memorial Fund—Scholarships (addition)	255.50
Class of 1932 Fund—Scholarships (addition)	384.00
Class of 1933 Memorial Fund—Scholarships (addition)	4,859.81
Class of 1934 Fund (addition)	3,713.11
Class of 1935 Fund (addition)	1,076.00
Class of 1936 Fund (addition)	1,597.00
Class of 1937 Fund (addition)	739.50
Class of 1938 Fund (addition)	3,058.33
Class of 1939 Fund (addition)	411.00
Class of 1940 Fund (addition)	494.75
Class of 1941 Fund (addition)	721.00
Class of 1942 Fund (addition)	456.00
Class of 1943 Fund (addition)	808.75
Class of 1944 Scholarship Fund (addition) .	791.00
Class of 1945 Fund (addition)	800.00

Class of 1946 Fund (addition)	756.50
Class of 1947 Fund (addition)	240.00
Class of 1948 Fund (addition)	490.00
Class of 1949 Fund (addition)	546.00
Class of 1950 Fund (addition)	580.00
Class of 1951 Fund (addition)	434.25
Class of 1952 Fund (addition)	440.50
Class of 1953 Fund (addition)	436.75
Class of 1954 Fund (addition)	383.00
Class of 1955 Fund (addition)	264.00
Class of 1956 Fund (addition)	289.89
Class of 1957 Fund (addition)	306.25
Class of 1958 Fund	271.50
	\$168,088.26

INDIVIDUALS*

E. FARRINGTON ABBOTT, JR. '31

JOHN C. ABBOTT '43

MRS. MARY DANA ABBOTT

E. Farrington Abbott Memorial Fund

(addition) \$ 1,231.25

HEBRON E. ADAMS '52

Edwin Herbert Hall Physics Prize Fund

(addition) 50.00

ANONYMOUS

Art Collections Purchase Fund (addition) . . 10.00

Art Museum and Department 1,000.00

Campus Improvements—To be determined . 25.00

Connecticut Alumni Scholarship Fund

(addition) 100.00

Delaware Scholarship 1,050.00

Library Binding 30.00

Library Books 10.00

Music Department—Books 27.00

*The College is grateful for all gifts, although those of less than \$10.00 are not included in this report.

Student Aid—Dean's Discretion	500.00
To be determined	150.00
HAROLD LEE BERRY '01	
Harold Lee Berry Scholarship Fund	11,327.50
MRS. EDITH E. BOYER	
Arnold Robert Eck Memorial Scholarships	500.00
MRS. TEDESCO BRETT	
John Hall and George Monroe Brett Fund	
Scholarships (addition)	1,000.00
ERNEST L. BRIGHAM '04—Library Books	20.00
PHILIP M. BROWN—Sills Book Fund (addition)	40.00
DEAN JOHN E. BURCHARD—Sills Book Fund	
(addition)	31.80
DOUGLAS CARMICHAEL '44	
Hawthorne Prize Fund (addition)	10.00
DAN E. CHRISTIE '37	
Edwin Herbert Hall Physics Prize Fund	
(addition)	70.00
FREDERIC C. CHURCH	
Student Aid—President's Discretion	100.00
DONALD K. CLIFFORD '21	
President's Discretion	1,259.60
EARL F. COOK '26	
Art Collections Purchase Fund (addition)	20.00
MELVIN T. COPELAND '06	
Melvin T. Copeland Fund (addition)	11,025.00
GEORGE V. CRAIGHEAD '25	
Infirmary Equipment—In memory of John	
Hodge Eisaman	300.00
DAVID CROWELL '49	
HESTER CROWELL	
THOMAS W. and JANE CROWELL FRANCIS	
In memory of Cedric R. Crowell '13	
Drama Department—Special Bookcases	900.00

ROBERT M. CUNNINGHAM

Kent Island Research	30.00
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EDGAR DALE—Library Books	200.00
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LUTHER DANA '03—Scholarship

In memory of Mary Decrow Dana	1,000.00
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FRANCIS S. DANE 1896 and MRS. DANE

To be determined	500.00
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LINSLEY V. DODGE—Dean's Discretion

In memory of Loyall F. Sewall	50.00
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M. HARTLEY DODGE

Faculty Development Fund (addition)	1,000.00
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MRS. KATHARINE W. DUNLAP—Dunlap Prize	100.00
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GEORGE ROY ELLIOTT H'25

Sills Book Fund (addition)	10.00
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MRS. RUTH ABBOTT ESTES

E. Farrington Abbott Memorial Fund (addition)	25.00
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MRS. CLARA E. EVANS

Lewis Darenydd Evans, II Scholarship Fund (addition)	1,000.00
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G. EDGAR FOLK, JR.—Kent Island Research	50.00
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ROY A. FOULKE '19

Roy A. Foulke Fund (addition)	1,000.00
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JOHN W. FROST '04

Art Collections Purchase Fund (addition)	100.00
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MRS. IRA GLACKENS

Student Aid—Dean's Discretion	300.00
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THE GROSS FAMILY

Alfred O. Gross Fund (addition)	1,063.13
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JOHN H. HALFORD '07—Art Department Travel	152.89
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EDWARD B. HAM '22

Roscoe J. Ham Book Fund (addition)	25.00
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DANIEL F. HANLEY '39	
Farnsworth Fund (addition)	150.00
MRS. FLORENCE M. HANSON	
Returned Scholarships Fund (addition) . .	725.00
MANNING HAWTHORNE '30	
Hawthorne Prize	10.00
Hawthorne Prize Fund (addition) . . .	10.00
PROVINCE M. HENRY '50—Faculty Salaries . .	15.00
MRS. MARY S. HOWARTH	
Student Aid—President's Discretion	773.96
MARVIN J. KAITZ '54—Student Activities . .	10.00
ROBERT W. KASTEN '39—President's Discretion	53.52
DAVID KESSLER '57—Library Books	10.00
ELROY O. LACASCE, JR. '44—Sailing Club . .	20.00
RICHARD M. LAMPORT '32	
President's Discretion	73.51
ABRAHAM S. LEVEY	
General Educational Purposes	27.57
BENJAMIN LIEBOWITZ	
Physics Department Research	
Prof. Myron A. Jeppesen	500.00
NOEL C. LITTLE '17	
Edwin Herbert Hall Physics Prize Fund	
(addition)	100.00
FRANK E. LOWE—Dean's Discretion	32.50
HARRISON K. McCANN '02	
Harrison K. McCann Fund (addition) . . .	22,312.50
DOUGLASS H. MCNEALLY '46—Library Books	10.00
GEORGE O. MAY	
In memory of Hoyt A. Moore 1895	
To be determined	250.00
Sills Book Fund (addition)	500.00
HOWARD B. MILLER '38—Kent Island Research	20.00

PERCY D. MITCHELL '14

Library—Special Printing Project 100.00

Bradlee Ford Mitchell Memorial Fund

(addition) 1,000.00

GILBERT H. MONTAGUE—Library Books . . . 500.00

HOYT A. MOORE 1895

Music Department—Pianos 60.00

HOWARD M. MOSTROM '28

Intercollegiate Athletics—Hockey 100.00

NORMAN L. MUNN—Psychology Department . 1,182.96

MR. AND MRS. HAROLD P. NELSON

Harold P. and Mildred A. Nelson Fund

Unrestricted 100.00

LOUIS A. PEIREZ

Woolf Peirez Scholarship 215.00

Woolf Peirez Scholarship Fund (addition) 5,000.00

JUSTICE FRED B. PERKINS

In memory of Judge Harold A. Andrews '12

To be determined 10.00

FREDERICK P. PERKINS '25

Connecticut Alumni Scholarship Fund

(addition) 20.00

ALFRED PHILIPPE

General Fund—Unrestricted (addition) . . 30.00

MRS. JANE C. PICKARD

Coleman Hall (addition) 117,375.00

JOHN C. PICKARD '22

Grounds and Buildings Department 415.00

Music Department—Stereo System 300.00

President's Discretion 1,285.00

Romance Languages Department—Records . 50.00

EDWARD ALLEN PIERCE H'56

To be determined 1,074.58

SUMNER T. PIKE '13—Library Books 500.00

WESTON RANKIN '30—Sailing Club	100.00
RICHARD A. RHODES, II '44—Library Books . .	120.00
E. WILLIAM RICKER '45 and MRS. EDLA L. RICKER—To be determined	100.00
FRED N. ROBINSON H'36 Sills Book Fund (addition)	250.00
MRS. SHERMAN N. SHUMWAY Shumway Scholarship	50,000.00
STUART G. P. SMALL '38—Classics Department	10.00
DR. F. JACKSON STODDARD '35 President's Discretion	53.52
KENNETH G. STONE, JR. '42 Chemistry Department	100.00
TAGE PETER SYLVAN, II '52 Edwin Herbert Hall Physics Prize Fund (addition)	10.00
HORACE ABBOTT THOMAS '40 William W. Thomas (Class of 1894 Memorial Fund) (addition)	10.00
EARLE S. THOMPSON '14 Earle S. Thompson Fund—To be determined (addition)	11,366.50
DAVID THORNDIKE '46—Dean's Discretion . .	100.00
PROFESSOR WILLARD THORP—Library Books .	150.00
WILLIAM F. TWOMBLY '13—Library Books . .	10.00
DAVID VAN PELT—President's Discretion . . .	200.00
HERBERT E. WARREN '10 Genevieve Warren Fund—To be determined .	500.00
DAVID Z. WEBSTER '57 Geology Department	15.00
GEORGE C. WHEELER '01 Faculty Development Fund (addition) . . .	2,000.00

ROBERT B. WILLIAMSON

President's Loan Fund (addition)	104.00
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WILLIAM H. WINELAND '50

Chemistry Department	35.00
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CLARA BOWDOIN WINTHROP—Scholarships .	6,298.44
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IRVING I. ZAMCHECK '38

Returned Scholarships Fund (addition) . .	50.00
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CLASSMATES AND FRIENDS

In memory of William J. Reardon '50	
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William J. Reardon Trophy	75.54
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FORMER LAW CLERKS TO JUSTICE BURTON,

HIS SECRETARY, AND FRIENDS	
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Burton Book Fund	250.00
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ROYALTIES

Arthur Chew Gilligan Memorial Fund	
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Library Books (addition)	29.63
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VARIOUS DONORS

Arena Advance Fund (addition)	2,237.25
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Sesquicentennial Fund—Unrestricted	
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(addition)	1,353.00
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	<u>\$267,842.15</u>
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FOUNDATIONS, TRUSTS AND ORGANIZATIONS

WILLIAM BINGHAM, 2ND, BETTERMENT

FUND—Scholarships	\$ 1,000.00
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BOWDOIN FATHERS ASSOCIATION

Scholarships	1,100.00
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THE DANFORTH FOUNDATION, INC.

Faculty Research and Projects	10,000.00
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DAVENPORT-HATCH FOUNDATION

Augustus T. Hatch Loan Fund	5,000.00
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THE FOUNDATION FOR BIBLICAL RESEARCH
AND PRESERVATION OF PRIMITIVE CHRIS-

TIANITY—Student Aid	450.00
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THE ABRAHAM S. LEVEY AND FANNIE B. LEVEY FOUNDATION	
General Educational Purposes	22.43
THE AGNES M. LINDSAY TRUST—Scholarships	8,000.00
MASSACHUSETTS INSTITUTE OF TECHNOLOGY	
1958 Summer Physics Institute	6,500.00
THE MEDDIEBEMPSTERS	
Meddiebempsters Loan Fund (addition)	50.00
MOSTYN FOUNDATION—Scholarship	950.00
NATIONAL MERIT SCHOLARSHIP CORPORATION	
General Educational Purposes	900.00
Scholarships	4,600.00
NATIONAL SCIENCE FOUNDATION	
Biology Department Research	6,200.00
Physics Department Research	4,400.00
1958 Summer Physics Institute	51,550.00
1959 Summer Biology Institute	8,200.00
1959 Summer Chemistry Institute	7,100.00
1959 Summer Mathematics Institute	12,300.00
1959 Summer Physics Institute	12,800.00
Mathematics In-Service Institute 1959-60	6,000.00
NEW ENGLAND SOCIETY IN THE CITY OF NEW YORK	
New England Society Loan Fund (addition)	500.00
THE PRESSER FOUNDATION—Scholarship	350.00
FANNY BARROWS REED TRUST	
Henry Francis Barrows Scholarships	1,000.00
ROTARY INTERNATIONAL DISTRICT 779	
Scholarship	1,100.00
SECOND WARD REPUBLICAN COMMITTEE OF PROVIDENCE, RHODE ISLAND	
In Memory of Judge Harold A. Andrews '12	
To be determined	10.00

SOCIETY OF BOWDOIN WOMEN

Society of Bowdoin Women Foundation

(addition) 100.00

ARTHUR ASHLEY WILLIAMS FOUNDATION

To be determined 400.00

\$150,582.43

BUSINESS CORPORATIONS AND THEIR FOUNDATIONS

BATH IRON WORKS CORPORATION

To be determined \$ 1,500.00

CASCO BANK AND TRUST COMPANY

Center for Economic Research 500.00

DUN AND BRADSTREET FOUNDATION, INC.

Dun and Bradstreet Fund—Unrestricted . . 5,000.00

E. I. DUPONT DE NEMOURS AND COMPANY

Chemistry Department 2,500.00

To be determined 1,500.00

THE EQUITABLE LIFE ASSURANCE SOCIETY

OF THE UNITED STATES—Faculty Salaries . 1,000.00

ESSO EDUCATION FOUNDATION

Geology Department 3,000.00

THE FIRST NATIONAL BANK OF BIDDEFORD

Center for Economic Research 100.00

THE FIRST NATIONAL CITY BANK

OF NEW YORK—Faculty Salaries 1,575.00

FIRST PORTLAND NATIONAL BANK

Center for Economic Research 500.00

GENERAL MOTORS CORPORATION

General Educational Purposes 3,200.00

Scholarships 5,800.00

GREENFIELD FOUNDATION

President's Loan Fund (addition) 500.00

GULF OIL CORPORATION

To be determined 818.72

GUY GANNETT PUBLISHING COMPANY	
Center for Economic Research	100.00
HANNAFORD BROS. CO.	
Center for Economic Research	500.00
HERCULES POWDER COMPANY	
Chemistry Department	2,500.00
HOUSEHOLD FINANCE FOUNDATION	
To be determined	100.00
KEYES FIBRE COMPANY	
President's Loan Fund (addition)	500.00
MAINE SAVINGS BANK	
Center for Economic Research	200.00
MASSACHUSETTS MUTUAL LIFE INSURANCE COMPANY OF SPRINGFIELD	
General Educational Purposes	19.00
PARTNERS OF MERRILL LYNCH, PIERCE, FEN- NER AND SMITH FOUNDATION, INC.	
To be determined	5,000.00
CONTRIBUTORS TO AND TRUSTEES OF THE NARRAGANSETT BREWING COMPANY FOUNDATION	
In Memory of Judge Harold A. Andrews '12	
To be determined	50.00
NORTHERN NATIONAL BANK OF PRESQUE ISLE—Center for Economic Research	
	500.00
OXFORD CHARITABLE TRUST	
To be determined	1,000.00
PITNEY-BOWES, INC.	
Faculty Development Fund (addition)	250.00
PORTEOUS, MITCHELL AND BRAUN COMPANY	
Center for Economic Research	100.00
PORTEOUS, MITCHELL AND BRAUN COMPANY FOUNDATION	
Center for Economic Research	100.00

PORTLAND PIPE LINE CORPORATION	
President's Loan Fund (addition)	500.00
RAYTHEON MANUFACTURING COMPANY	
To be determined	500.00
SHELL COMPANIES FOUNDATION, INC.	
Program of Shell Assists—Faculty Research and Projects	1,500.00
THE TEXAS COMPANY	
To be determined	1,500.00
UNION CARBIDE AND CARBON EDUCATIONAL FUND—General Educational Purposes . . .	
Scholarships	2,400.00
	3,248.38
UNITED STATES STEEL FOUNDATION, INC.	
Faculty Salaries	1,000.00
WESTINGHOUSE EDUCATIONAL FOUNDATION	
Scholarships	500.00
	\$49,561.10

BEQUESTS

Estate of HELEN J. CHASE	
Chase Fund—Unrestricted (addition) . . .	\$124,938.35
Helen J. Chase Fund—Art Department and Archaeology	5,000.00
Estate of PHILIP O. COFFIN '03	
Philip O. Coffin Fund—Unrestricted . . .	5,000.00
FRANCIS W. AND ANNIE H. DANA TRUST	
Francis W. and Annie H. Dana Fund Unrestricted	2,000.00
Estate of GEORGE P. DAVENPORT 1867	
General Fund—Unrestricted	500.00
George P. Davenport Student Loan Fund . .	1,000.00
Estate of ALBERT B. DONWORTH 1890	
Albert B. Donworth Fund—Unrestricted . .	400.00

Estate of GUY PARKHURST ESTES '09	
Guy Parkhurst Estes Fund—Scholarships and Bureau for Municipal Research	100,000.00
ADELAIDE L. HUTCHINSON TRUST	
Winfield S. Hutchinson Library Fund . . .	36,885.17
Winfield S. Hutchinson Scholarships . . .	36,885.17
Estate of WILLIAM W. LAWRENCE 1898	
William W. Lawrence Fund—Library and Art Museum	15,000.00
Estate of EDWARD W. MOORE '03	
Edward W. Moore Fund—Unrestricted . . .	3,289.91
Estate of JOHN L. ROBERTS '11	
John L. Roberts Fund—Student Research . .	20,650.97
Estate of MARIAN STETSON	
John G. Stetson 1854 Fund—Scholarships (addition)	225.00
Estate of WALTER V. WENTWORTH 1886	
Walter V. Wentworth Fund—Unrestricted .	370,000.00
	<u>\$721,774.57</u>
Total	
	\$1,357,848.51

GIFTS IN KIND

JOHN L. BAXTER '16	
A Mohawk Midgetape recorder	
COLIN J. CAMPBELL '08	
A painting by W. R. Leigh	
MRS. PHILIP O. COFFIN	
Three tapestries	
MRS. THOMAS W. ESTABROOK	
A walking stick made from the jawbone of a whale, given in memory of Mrs. Estabrook's father, Leland B. Lane, of the Class of 1881	

STEPHEN ETNIER

A painting, *Corsica*, by John Carroll

DANIEL C. FESSENDEN and JOHN L. BAXTER '16

The original commission signed by Abraham Lincoln designating William Pitt Fessenden, of the Class of 1823, as U. S. Secretary of the Treasury in 1864

MRS. WILLIAM TUDOR GARDINER

A painting, *Tidal River*, by Carol Bates

JOSEPH H. JOHNSON, JR. '44

Five books from the personal library of Adolf Hitler

JAMES H. LOWELL

A water-color painting, *Tumbledown Mountain*, by Carol Bates

MRS. MATHILDE C. NIXON

An oil painting, *Ram's Island*, by Stephen Etnier

MRS. ELIZABETH L. POWER

Three jade bowls

Two white jade statuettes

One jade vase

ELLISON S. PURINGTON '12

One R.C.A. oscilloscope

MRS. SYLVIA E. ROSS

A Hepplewhite mirror

TIME MAGAZINE

Books for the College Library valued at \$100

APPENDIX B

Sunday Chapel Speakers

1958

Sept. 21—William Dewson Chapman, B.D., St. Paul's Episcopal Church, Brunswick.

Sept. 28—Roscoe Winthrop Nelson, B.D., First Church (Congregational), South Windsor, Connecticut.

- Oct. 5—Frederick Harold Thompson, D.D., Woodfords Congregational Church, Portland.
- Oct. 12—Wallace Witmer Anderson, D.D., United Church, Bridgeport, Connecticut.
- Oct. 19—Edson Roy Burchell, B.D., Congregational Church, Camden.
- Oct. 26—Percy Lessington Vernon, D.D., New Gloucester.
- Nov. 2—George Milner Hooten, Jr., B.D., Franklin Street Congregational Church, Manchester, New Hampshire.
- Nov. 9—Milton Morse McGorrill, D.D., First Universalist Church, Bangor.
- Nov. 16—Ronald Perkins Bridges, L.H.D., Litt.D., D.D., Religious Affairs Advisor to the United States Information Agency.
- Nov. 23—Vesper Service.
- Dec. 7—The President of the College.
- Dec. 14—James Wills Lenhart, D.D., State Street Congregational Church, Portland.

1959

- Jan. 11—Michael Szenes, Ph.D., Temple Beth Jacob, Concord, New Hampshire.
- Feb. 8—Charles Houston Long, D.B., Dean of the School of Theology, University of Chicago, Chicago, Illinois.
- Feb. 15—James Vince Miller, Jr., Ph.D., Associate Professor of Religion, Bates College, Lewiston.
- Feb. 22—Chad Walsh, Ph.D., St. Paul's Church, Beloit, Wisconsin.
- Mar. 1—Frederick William Whittaker, Ph.D., President of Bangor Theological Seminary, Bangor.
- Mar. 8—Raymond George Worster, B.D., Leyden Congregational Church, Brookline, Massachusetts.
- Mar. 15—Robert Cummins, D.D., S.T.D., Special Consultant, Department of State.

- Apr. 5—Howard Thurman, D.D., LL.D., Dean of the Chapel,
Boston University, Boston, Massachusetts.
- Apr. 12—Clifford Hazeltine Osborne, D.D., Chaplain of Colby
College, Waterville.
- Apr. 19—Vesper Service.
- Apr. 26—George Arthur Buttrick, D.D., D.S.T., Litt.D., LL.D.,
Chairman of the Board of Preachers, Harvard Uni-
versity, Cambridge, Massachusetts.
- May 3—Daniel Novotny, Ph.D., The Community Church,
Durham, New Hampshire.
- May 10—Robert Harvey Grant, A.M., Professor of English,
Doshisha University, Kyoto, Japan.
- May 17—Horace Martin McMullen, S.T.M., First Parish
Church, Brunswick.

APPENDIX C

Religious Preference

Fall Semester

Congregational	200
Catholic	164
Episcopal	131
Jewish	76
Methodist	56
Presbyterian	47
Baptist	36
Unitarian	33
Lutheran	16
Greek Orthodox	12
Christian Science	8
Universalist	5
United Church	4
Dutch Reformed	3
Anglican	2
Friends	2

Other	12
No Preference	4
	811

APPENDIX D

Faculty and Staff Publications, 1958-59

MR. PETER C. BARNARD

Review of *The Wilderness and Other Poems*, by Louis O. Coxe, *Bowdoin Alumnus* (1959).

ASSISTANT PROFESSOR GEORGE D. BEARCE, JR.

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ASSISTANT PROFESSOR EDWIN B. BENJAMIN

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ASSISTANT PROFESSOR MARC W. BODINE, JR.

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DR. GERARD J. BRAULT

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PROFESSOR HERBERT R. BROWN

"Articles on American Literature Appearing in Current Periodicals," with others, *American Literature* (1958-59).

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Managing Editor of *New England Quarterly* (1958-59).

PROFESSOR DAN E. CHRISTIE

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PRESIDENT JAMES S. COLES

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PROFESSOR ATHERN P. DAGGETT

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PROFESSOR JEAN L. DARBELNET

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"La Langue et la vie," a bi-monthly column on French usage in *Notre Temps* (1958-1959).

ASSOCIATE PROFESSOR PAUL G. DARLING

Article on: "The Threat of Economic Depression," in *Problems of United States Economic Development*, Vol. 2. Committee for Economic Development, 1958.

ASSISTANT PROFESSOR ARTHUR L. GREASON

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ASSOCIATE PROFESSOR LAWRENCE S. HALL

"The Ledge," *Hudson Review* (1959).

DR. DANIEL F. HANLEY

Editor of *Journal of the Maine Medical Association* (1958-59).

PROFESSOR ERNST C. HELMREICH

Article on: "Austria" in *The Americana Annual*, 1959.

Reviews: *In the Struggle for Freedom*, by Vlado Macek, *Journal of Modern History* (1958); *The Origins of the*

War of 1914, Vol. 3, by Luigi Albertini, *American Historical Review* (1958); *Spring in October: The Story of the Polish Revolution*, 1956, by Konrad Syrop, *American Academy of Political and Social Science. Annals* (1958); *Lenins Rückkehr nach Russland 1917. Die Deutschen Akten*, edited by Werner Hahlweg, *Journal of Central European Affairs* (1959).

ASSISTANT PROFESSOR KEVIN B. J. HERBERT

Reviews: *A History of the Greek World from 479 to 323 B.C.*, by M. L. W. Laistner, and *A History of the Roman World from 30 B.C. to A.D. 138*, by E. T. Salmon, *Classical Journal* (1958); *Selections from the Greek and Roman Historians*, edited by C. A. Robinson, Jr., *Classical Journal* (1958); *Fall of the Roman Republic: Six Lives by Plutarch*, translated by Rex Warner, *Classical World* (1959).

ASSISTANT PROFESSOR ROBERT H. IVY, JR.

"An Analytical Bibliography of the Works of Charles H. Livingston," *Romance Philology* (1959).

PROFESSOR MYRON A. JEPPESEN

"Some Optical, Thermo-Optical and Piezo-Optical Properties of Synthetic Sapphire," *Journal of the Optical Society of America* (1958).

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PROFESSOR SAMUEL E. KAMERLING

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PROFESSOR EDWARD C. KIRKLAND

"Men of Business," *Dartmouth Alumni Magazine* (1959).

ASSISTANT PROFESSOR ELROY O. LACASCE

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PROFESSOR CHARLES H. LIVINGSTON

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Humanisme et Renaissance (1958).

ASSISTANT PROFESSOR JAMES M. MOULTON

"The Acoustical Behavior of Some Fishes in the Bimini Area," *Biological Bulletin* (1958).

"Age Changes in Stridulation and the Stridulatory Apparatus of the Spiny Lobster, *Panulirus argus*," *Anatomical Record* (1958).

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PROFESSOR NORMAN L. MUNN

Review of several studies in the field of audio-visual aids to teaching. *Contemporary Psychology* (1959).

Editor of *Psychological Monographs* (1958-59).

ASSISTANT PROFESSOR GIULIO PONTECORVO

"Investment Banking and Security—Speculation in the Late 1920's," *Business History Review* (1958).

Associate Editor of *Maine Business Indicators*, published monthly by the Center for Economic Research.

PROFESSOR THOMAS A. RILEY

"An Allegorical Interpretation of Eichendorff's *Abnung und Gegenwart*," *Modern Language Review* (1959).

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ASSOCIATE PROFESSOR JAMES A. STORER

Article on: "Maine" in *Collier's Encyclopedia Year Book*, 1958.

Editor of *Maine Business Indicators*, published monthly by the Center for Economic Research.

ASSISTANT PROFESSOR DAVID B. WALKER

"Rufus Choate: A Case Study in Old Whiggery," *Essex Institute Historical Collections* (1958).

REPORT OF THE DEAN

To the President of Bowdoin College:

I have the honor to submit the following report for the academic year 1958-59:

The College year opened with an enrollment of 811 men including a large Freshman class of 223. Although a somewhat larger number of men than usual left College during the fall semester, the losses in February, for reasons other than completion of work, were very few and only two men have left during the second semester up to the date of the writing of this report. Thus the stability of the College, which has been a characteristic of recent years, has been maintained.

For almost the first time since the close of the war, housing was not a serious problem thanks to the generous gift of Coleman Hall by the late Mrs. Pickard. In addition to students living at home and about twenty married students, there continued to be a number of men living off-campus, but they were men who preferred to do so and who were not compelled to seek quarters which were sometimes not wholly satisfactory. With enrollment at about the same level, the College can maintain this situation which gives a certain amount of flexibility and causes no real hardships. Any appreciable increase in the number of students would create the need for added dormitory facilities, and this in turn would raise questions as to the kind of facilities, the impact upon the existing fraternity system, and possible choices of policy with implications beyond the mere necessity of taking care of numbers. Hypothetical questions in this field have already received some attention and will and should receive more in the years immediately ahead.

For the first time in memory College opened with hazing in the traditional sense abolished as a result of student action last year. To a certain extent hazing was replaced by the negative policy of leaving the Freshmen free to devote themselves to

college work and activities without the physical and mental strain of many aspects of former hazing. Also, to a limited extent it was replaced by a positive program of orientation somewhat more elaborate than in the past. As part of a new orientation program the Freshmen were brought to the campus earlier and given a program intended to introduce them to the College and its academic purpose immediately on arrival. This did not eliminate the practice of early rushing, however, and was not intended to do so. After the first week end the customary registration and testing activities took place prior to the starting of classes. Thus college and fraternity activities and pressures were probably better coordinated than formerly, and with the beginning of classes the fraternities themselves worked and experimented with programs designed to substitute something more constructive and helpful than many of their former attentions to their pledges. Apparently the change was at least moderately successful, though one year is not an adequate test. At any rate the fall was free of protests from Freshmen and parents, and judged by the objective test of mid-semester and first semester warnings the academic results were good. The number of men placed on probation for deficiency in scholarship has been remarkably low for the year. I hope that in the coming year the constructive aspects of the college and fraternity programs will be developed and consolidated.

The academic performance of the College as a whole during the year has been satisfactory and in some respects gratifying. As I pointed out above, fewer men have been in scholastic difficulty, and a larger number of men have done work of honor grade. On the other hand, the number of men doing work of the highest quality has been smaller than in some previous years, and the candidates for honors have not increased in number to the degree anticipated as a result of the Self Study Report. It is apparent to me that work has grown more demanding in courses in general, the requirements have been stiffened in theory and in practice, and the academic quality of the men admitted has risen, but it is not clear that top quality

performance has risen proportionately. The highly competitive situation in admissions continues to prevail and the use of all the resources of the College in this field is of the most vital importance to the College.

Of this year's Senior class over seventy per cent of the original members are expected to graduate at the normal time. A few have left before graduation to carry on the combined plan Bowdoin has with some engineering institutions or to enter dental or medical schools without waiting for their A.B. degrees. Some have interrupted their courses for medical or financial reasons. A number of them have since returned to College and others will do so, completing their work somewhat later than their classmates. A number of those who suffered academic setbacks are also still in College, have returned, or will return to graduate at a later date. Thus the proportion of the original class completing their work will be very high and the shrinkage correspondingly low. This is gratifying and indicates that the program of the College, the admissions situation, and the admissions policy are in general terms geared satisfactorily together although, again, there is no cause for complacency.

In extracurricular activities there have been bright spots, such as debating, but the general record, particularly in athletics, has not been conducive to high morale. The causes, in my opinion, are quite complex and not traceable to any single factor, but the results cannot be disregarded in a College which remains committed to a policy of intercollegiate athletic competition and high academic and amateur standards. Frustration is not healthy, while a feeling of accomplishment and of confidence is healthy and contagious. Indifference and a turning to other and less healthy pursuits can become a trend rather than an occasional phenomenon. Fault finding, criticism, and lethargy are always present, but can vary in significant proportions and can spread from one area to another. I am glad to say that I believe the picture looks brighter rather than gloomier for the future, and that we have passed through a trying period in a manner which does a good deal of credit to the students,

Alumni, and other members of the College. The effective co-operation of all parts of the College is necessary to make this prediction a reality.

Perennial, controversial subjects certain to bring or continue animated discussion are the social life of the College, its relation to the academic purpose of the College, and the part played by fraternities with reference to both. Bowdoin is deeply committed to fraternities, as are its Alumni, and not so much on practical and materialistic grounds as on those of sentiment, tradition, reason, and confidence. It is, however, fairly apparent that changing conditions and changing customs against a background of enduring standards and deep-rooted institutions create stresses and problems that need careful study and wise solution.

Respectfully submitted,

NATHANIEL C. KENDRICK, *Dean*

APPENDIX

I. Enrollment

Students enrolled September, 1958	811
Students who completed their work February, 1959 ..	8
Students dropped February, 1959	9
Students leaving for other reasons between September, 1958 and February, 1959	24
Students enrolled February 2, 1959	782
Students readmitted February, 1959	11
New students admitted February, 1959	1

II. Geographical Distribution

Entered
September 1958

Massachusetts	77
Maine	55
New York	26
Connecticut	21
New Jersey	14
Pennsylvania	8
New Hampshire	6
Rhode Island	6
Delaware	4
Ohio	3
Washington, D. C.	2
Alabama	1
Arizona	1
California	1
Colorado	1
Illinois	1
Maryland	1
Minnesota	1
Argentina	2
Canada	2
Sweden	2
Denmark	1
Germany	1
Ghana	1
Japan	1
Korea	1
Panama	1
	241*

*Of this figure, 223 were Freshmen.

III. Enrollment in Courses, 1958-1959

	First Semester	Second Semester
Art 1, 2	66	55
Art 7, 8	78	74
Art 11	17	
Art 13, 14	3	6
Art 200		1
Art 300		1
Astronomy 1, 2	36	32
Biology 1, 2	135	126
Biology 3	18	
Biology 5, 6	8	11
Biology 7, 8	2	2
Biology 9, 10	15	5
Biology 12		14
Biology 15, 16	14	13
Biology 301		1
Chemistry 11, 12	105	99
Chemistry 23, 24	23	21
Chemistry 25, 26	51	45
Chemistry 35, 36	9	4
Chemistry 41	8	
Chemistry 43, 44	4	10
Classics 11, 14	22	75
Classics 200		1
Economics 1, 2	140	133
Economics 3, 4	25	39
Economics 9		27
Economics 10		50
Economics 11, 12	33	22
Economics 14, 13	25	45
Economics 15	36	
Economics 16	29	
Economics 17, 20	34	18
Economics 200		3

Education 1, 2	34	18
Education 5, 6	4	15
English 1, 2	225	212
English 3, 4	233	224
English 6, 5	47	52
English 7, 8	24	23
English 9, 10	34	35
English 13, 14	13	14
English 17, 18	17	11
English 19, 20	18	18
English 21, 22	14	19
English 23, 24	10	24
English 25, 26	57	54
English 29, 30	18	9
English 31, 32	7	10
English 200		2
French 1, 2	31	31
French 3, 4	108	85
French 5, 6	104	104
French 7, 8	11	8
French 9, 10	6	7
French 11, 12	18	15
French 15, 16	18	13
French 200		1
French 303		1
Geology 1, 2	16	16
Geology 5, 6	10	10
German 1, 2	84	79
German 3, 4	77	75
German 5, 6	11	5
German 7, 8	38	34
German 13, 14	8	7
German 300		1
Government 1, 2	53	45
Government 3, 4	18	17
Government 5, 6	16	7

Government 7	12	
Government 9, 10	8	2
Government 11, 12	51	77
Government 13, 14	34	20
Government 15		45
Government 200		6
Greek 1, 2	8	6
Greek 3, 4	1	1
Greek 5, 6	1	1
History 1, 2	78	68
History 5, 6	26	27
History 7, 8	31	21
History 9, 10	21	22
History 11, 12	52	48
History 13, 14	29	37
History 27, 28	29	13
History 200		5
Hygiene	101	
Italian 3, 4	3	2
Latin 1		8
Latin 3, 4	6	8
Latin 5	10	
Latin 7, 8	8	16
Mathematics 11, 12	151	119
Mathematics 14, 14	22	31
Mathematics 15, 16	18	19
Mathematics 21, 22	37	31
Mathematics 23		13
Mathematics 31, 32	23	22
Mathematics 38		11
Mathematics 43, 44	9	6
Mathematics 200		1
Military Science 11, 12	125	106
Military Science 21, 22	54	48
Military Science 31, 32	46	43
Military Science 41, 42	51	49

Music 1, 2	35	32
Music 3, 4	18	30
Music 11, 12	11	10
Music 13, 14	5	5
Music 21, 22	1	1
Music 23, 24	4	1
Philosophy 11, 12	31	34
Philosophy 21, 22	50	38
Philosophy 31, 32	10	12
Philosophy 33, 34	9	13
Philosophy 200		2
Physics 11, 12	104	91
Physics 21, 22	20	16
Physics 23, 24	20	17
Physics 31, 32	13	9
Physics 35, 36	14	12
Physics 200		6
Psychology 1, 2	148	41
Psychology 3, 4	43	54
Psychology 5, 6	6	6
Psychology 7		14
Psychology 200		1
Religion 1, 2	33	35
Religion 3, 4	45	50
Russian 1, 2	14	11
Russian 3, 4	3	3
Russian 6		1
Sociology 1, 2	53	52
Sociology 5		11
Sociology 7, 6	11	18
Sociology 8	12	
Spanish 1, 2	11	10
Spanish 3, 4	17	17
Spanish 5, 6	9	8
Spanish 7, 8	9	6

IV. Fraternity Membership, April, 1959

Psi Upsilon	81
Beta Theta Pi	77
Zeta Psi	73
Kappa Sigma	70
Theta Delta Chi	63
Alpha Rho Upsilon	62
Delta Sigma	61
Delta Kappa Epsilon	60
Sigma Nu	60
Alpha Delta Phi	56
Chi Psi	53
Alpha Tau Omega	37
	753

V. Fraternity Scholastic Standings for the Award of the
Student Council Cup
June, 1958

Alpha Rho Upsilon	2.630
Alpha Tau Omega	2.544
Delta Sigma	2.411
Delta Kappa Epsilon	2.310
Beta Theta Pi	2.306
Theta Delta Chi	2.239
Chi Psi	2.209
Sigma Nu	2.092
Zeta Psi	2.063
Psi Upsilon	2.028
Kappa Sigma	1.993
Alpha Delta Phi	1.944
College Average	2.222
All-Fraternity Average	2.209

February, 1959

Alpha Rho Upsilon	2.568
Delta Sigma	2.464

Alpha Tau Omega	2.426
Delta Kappa Epsilon	2.244
Beta Theta Pi	2.233
Chi Psi	2.217
Sigma Nu	2.115
Theta Delta Chi	2.114
Psi Upsilon	2.037
Kappa Sigma	2.013
Zeta Psi	2.011
Alpha Delta Phi	1.843
College Average	2.182
All-Fraternity Average	2.175

VI. *Abraxas Cup Standing, February, 1959*

1. Waterville High School	3.083
2. Brookline High School (Massachusetts)	2.667
3. Mount Hermon School (Massachusetts)	2.625
4. Scarsdale High School (New York)	2.167
5. Hebron Academy	2.000

VII. *Peucinian Cup* June, 1958

Alpha Rho Upsilon	2.618
Delta Sigma	2.368
Delta Kappa Epsilon	2.000
Beta Theta Pi	1.953
Chi Psi	1.941
Alpha Delta Phi	1.906
Zeta Psi	1.903
Kappa Sigma	1.875
Psi Upsilon	1.838
Alpha Tau Omega	1.806
Theta Delta Chi	1.786
Sigma Nu	1.750
College Freshman Average	2.004
All-Fraternity Freshman Average	2.003

February, 1959

Delta Sigma	2.542
Alpha Rho Upsilon	2.375
Alpha Tau Omega	2.306
Chi Psi	2.164
Sigma Nu	2.075
Alpha Delta Phi	2.045
Beta Theta Pi	2.031
Theta Delta Chi	1.938
Zeta Psi	1.900
Psi Upsilon	1.850
Kappa Sigma	1.796
Delta Kappa Epsilon	1.733
College Freshman Average	2.018
All-Fraternity Freshman Average	2.020

VIII. Distribution of Majors
Class of 1959

Art	3
Biology	12
Chemistry	16
Classics	1
Economics	38
English	10
French	4
German	2
Government	27
History	17
Latin	4
Mathematics	5
Music	1
Philosophy	3
Physics	10
Psychology	9
Sociology	3

REPORT OF THE COLLEGE PHYSICIAN

To the President of Bowdoin College:

I have the honor to submit the following report of the Dudley Coe Memorial Infirmary covering the period from April 1, 1958 to March 31, 1959.

As you will see from the statistics which follow, it has been a busy year. There have been more than 9,000 outpatient visits, and 349 patients were admitted for a total of 1,137 hospital days.

The new wing on the Infirmary, even though it is not fully equipped, has made it easier to handle the work-load. Through the generosity of George V. Craighead, of the Class of 1925, we were able to purchase an X-ray table. This has improved the quality of our pictures and made the whole process much easier for both patient and staff.

The closing of College a day and a half early at spring vacation prevented the spread of the upper respiratory infections which were prevalent on campus at that time.

Although a busy one, it has been a very good year thanks to the constant efforts of our nursing staff.

INFIRMARY STATISTICS

Outpatients	9,413
Inpatients	349
Hospital days	1,137
Laboratory procedures	824
Immunizations	618
Complete physical examinations	355
X-rays	226
Rheumatic fever studies	225
Interviews on student problems	100
Health certificates	14

DISEASE PATTERN

Upper respiratory infections	1,049
Enteritis	286
Infections (ear, eye, mouth, extremities)	285
"Bowdoinitis"	246
Dermatitis	93
Elective minor surgery	68
Reactions to medication	14
Major surgery (post-operative care)	7
Bursitis	4
Petit mal	2
Ulcerative colitis	1
	2,055

INJURIES

Athletic	442
Miscellaneous	267
	709

Respectfully submitted,

DANIEL F. HANLEY, M.D., *College Physician*

REPORT OF THE LIBRARIAN

To the President of Bowdoin College:

In accordance with the laws of the College, I present a report on the condition and progress of the College Library for the period from April 1, 1958 to March 31, 1959.

SIZE AND GROWTH

The number of volumes in the Library is estimated to be 249,564, including 2,505 films.

ACCESSIONS

	1957-58	1956-57	1955-56	1954-55	1953-54
By purchase	3,283	3,229	2,709	2,890	2,780
By gift	968	851	2,386	1,150	1,636
	<u>4,251</u>	<u>4,080</u>	<u>5,095</u>	<u>4,040</u>	<u>4,416</u>

NEW LIBRARY FUNDS

Upon the retirement of Justice Harold Hitz Burton, an Overseer and a member of the Class of 1909, from the Supreme Court of the United States, his former law clerks and secretary established a book fund in his honor. The initial gift was \$250, and a similar amount will be given during each of the following four years.

Professor William Witherle Lawrence, Trustee Emeritus and a member of the Class of 1898, left a bequest of \$7,500 to establish the William Witherle Lawrence Book Fund, the income to be used preferably but not necessarily for the purchase of books on language and literature.

Mrs. Adelaide L. Hutchinson left a bequest of \$36,885 to establish the Winfield S. Hutchinson Library Fund in memory of her husband, Winfield S. Hutchinson, of the Class of 1867, the income to be used for the purchase of books.

Several friends of Robert L. Happ, of the Class of 1953, gave \$100 to establish a book fund in his memory.

GIFTS

From Richard A. Rhodes, II, of the Class of 1944, \$20 for the purchase of books in mathematics and the physical sciences, and \$100 for the purchase of books in history and political science in memory of Abbie Rhodes Hall.

From Joseph H. Johnson, Jr., of the Class of 1944, 5 volumes formerly in the personal library of Adolf Hitler.

From George H. Hetley, of Lockport, New York, 58 volumes of the works of Hilaire Belloc, Maurice Hewlett, and Sir Arthur Quiller-Couch, all first editions.

From William A. Fickett, of the Class of 1954, \$5.00 for the purchase of books in Eastern European history.

From David Kessler, of the Class of 1957, \$10 for the purchase of books.

From Paul Hannemann, of Tenants Harbor, 3 letters addressed to Professor Parker Cleaveland relating to the Medical School.

From Albert W. Tolman, of the Class of 1888, a framed lithograph of the College campus in 1886.

From Edward B. Ham, of the Class of 1922, \$25 to be added to the Roscoe J. Ham Book Fund.

From Professor Willard Thorp, of Princeton University, \$150 for the purchase of books in modern American fiction and poetry.

From Lucien Price, of Boston, Massachusetts, 7 volumes of his novel, *All Souls*, Boston, 1951-58.

From Charles F. Eades, of the Class of 1956, \$2.50 to purchase a book.

From Roland E. Clark, late Treasurer of the College and a member of the Class of 1901, 2 volumes of *The American Senator*, by Thomas Carpenter, Philadelphia, 1796-97.

From an anonymous donor \$200 to purchase books in memory of Emery H. Sykes, of the Class of 1894.

From William Fletcher Twombly, of the Class of 1913, \$10 for the purchase of books.

From Kent Packard, a member of the Class of 1908, a volume made up of 5 sermons or discourses delivered in 1795 and 1796, including a Thanksgiving sermon by Hezekiah Packard, an Overseer and Trustee from 1802-1830.

From Charles Chase, of Brunswick, about 65 volumes in various fields.

From the University of Maine Library volumes 13-20 of *Journal of Mammalogy*.

From Fred N. Robinson (Litt.D., Bowdoin, 1936) \$250 to be added to the Sills Book Fund.

From Edgar Dale, the father of Richard Dale, of the Class of 1954, \$200 for the purchase of books.

From Sumner T. Pike, an Overseer and a member of the Class of 1913, \$500 toward the purchase of certain scientific works.

From Ernest L. Brigham, of the Class of 1904, \$20 for the purchase of books.

From Joseph M. Mellen, of Bowdoinham, 7 scrapbooks, mainly newspaper clippings, relating to the Republican Party from 1884 to 1902. The scrapbooks were compiled by Joseph H. Manley, of Augusta, politician, congressman, and for 20 years chairman of the Republican State Committee. The collection is especially strong in material relating to James G. Blaine.

From Percy D. Mitchell, of the Class of 1914, and Mrs. Mitchell, of Worcester, Massachusetts, \$100 in memory of their son, Bradlee Ford Mitchell, to be used for the printing project.

From John S. H. Carter, of the Class of 1958, \$4.94 for the purchase of books.

From Peter W. Denzer, of Brunswick, a copy of his *The Lost Hero*, New York, 1957.

From Vincent Ferrini, of Gloucester, Massachusetts, 2 volumes of his poetry.

From Douglass H. McNeally, of the Class of 1946, \$10 for the purchase of books in the field of history.

From Frederick W. Anthoensen (A.M., Bowdoin, 1947) 43 volumes to be added to the Anthoensen Press Collection.

From Arthur T. Hamlin, Librarian of the University of Cincinnati, 85 manuscript pages written by his grandfather, Cyrus Hamlin, of the Class of 1834. They deal with his early life and his life at Bowdoin College.

From Thomas L. Spence, of the Class of 1957, \$4.00 for the purchase of books.

Through the efforts of the Friends of the Bowdoin Library Association, the Library was given \$100 worth of books by *Time*, *The Weekly Newsmagazine*.

From John C. Pickard, an Overseer and a member of the Class of 1922, a copy of the handsomely printed *Quarto-Millenary; The First 250 Publications and the First 25 Years, 1929-1954, of the Limited Editions Club*, New York, 1959.

PRESENT AND FUTURE PLANNING

During the past year Dr. Richard H. Logsdon, Director of the Columbia University Libraries, was retained by the Library Committee of the Boards to advise the College from time to time on the present condition and future development of the Library. As a result of three visits to Bowdoin, during which he met and talked with many members of the Faculty, the Library is changing its policy of handling its funds for the purchase of books. Beginning with our next fiscal year on July 1 the money appropriated by the Boards for the purchase of books will be divided among the various teaching departments of the College according to a ratio determined by the Faculty Committee on the Library, of which the Librarian is a member. In the past the Librarian has had the sole responsibility for allocating funds to the various departments, but with changing conditions it appears that an allocation made by a committee of eight faculty members would be more practical. As long

as funds are adequate to purchase all books requested by all the members of the Faculty, no problem arises. But when a choice must be made as to who gets what, opinions are bound to differ. According to the By-Laws of the College the Librarian is responsible for the administration of the internal affairs of the Library, but in this case he welcomes sharing his responsibility with seven of his colleagues. It is hoped that the various departments, knowing in advance the amount of money they may spend for books, will develop purchasing policies to suit their needs, and that the members of each department will cooperate to see that the books selected for their department are the ones best suited to further the work of the department as a whole rather than the particular interests of an individual.

During the coming year we hope to have Dr. Logsdon's assistance in planning for the future. Before tackling the problem of providing additional space for the storage of books and for other activities of the Library, an agreement must be reached on the optimum size of the book collection. We also hope to continue our discussions with several other Maine libraries regarding the possibility of establishing a cooperative facility for the storage of little-used books and the purchase of research material. Today all libraries are faced with the problem of providing adequate space for the storage of their books. Each library has a basic group of books that is actively used and a much larger group of books that is little used but which is necessary for the research being carried on by honor students and members of the Faculty. If the several Maine libraries can cooperate in establishing inexpensive storage space for this little-used material, savings can be made in capital expenditures since additions to monumental buildings are expensive and storage warehouse construction is relatively cheap. Because Maine libraries are geographically remote from an educational center, each library is being pressured into the purchase of more and more research material, which automatically falls into the less-used category of books. Certain books or sets of books can just as well serve 10,000 students and scholars as 1,000.

If each of the cooperating libraries would subscribe annually to a joint purchasing fund, these Maine libraries would enrich the bulk of research material available in the State, and the delay in supplying this material to a reader would be no more than 24 to 48 hours. With the increased demand that there will be for teachers in our colleges, Maine colleges will have to provide more adequate research facilities in order to attract competent scholars to their faculties and to hold the ones they already have.

A NEED AND AN OPPORTUNITY

During the past year three departments of the College, which are dissatisfied with their collections of books and periodicals, have been busy formulating programs to strengthen their collections. The three departments are Geology, Music, and Sociology. Each department can present a case of considerable merit. Geology was reinstated into the curriculum three years ago, and finds itself severely handicapped by a lack of the standard books in the field and a lack of the back files of the important geological journals. The Library is subscribing to these journals currently and is purchasing the current literature as it appears. That is all our budget will permit us to do. The department estimates that about \$3,000 will be necessary to supply only the most needed materials which are lacking.

The Music Department, since it moved into Gibson Hall, has been slowly building up a departmental library. The Library has cooperated as much as its funds would permit, but at the current rate of progress the problem will never be solved. The department estimates that about \$7,000 to \$10,000 will be necessary to purchase the complete works of the most important composers and the collections of music which should be available in a first-class music library.

Sociology appears to be a field with expanding borders and increased interest. For example, Anthropology has recently been included in the courses offered by the department. In

past years too few current books were added to the Library and too few journals were received by subscription. When our students try to write papers the proper library materials are lacking. The department has spent much time checking bibliographies covering various aspects of its field. It has built up lists of books and sets of journals necessary to properly carry out the work of the department. The Library has been hard pressed to cope with the demand for current material. In the opinion of the department it will take \$9,000 to \$10,000 to fill the existing gaps of books and sets of journals.

These are rather large sums of money—more than the College can afford to appropriate in a short space of time, or even over a longer period of time with all the other demands that are made on the income of the College. Recently the Music Department was the recipient of a splendid gift of \$5,000 to help solve its problem of securing necessary foundation sets. Perhaps there are others who may desire to help with this work to a greater or less extent.

CIRCULATION

FOR ACADEMIC YEAR

	1957-58	1956-57	1955-56	1954-55	1953-54
Lent, outside	19,120	18,320	18,308	17,441	17,515
Lent, closed reserve	17,213	20,667	20,739	21,798	19,112
	<u>36,333</u>	<u>38,987</u>	<u>39,047</u>	<u>39,239</u>	<u>36,627</u>

FINANCIAL STATEMENT

RECEIPTS FOR ACADEMIC YEAR

	1957-58	1956-57	1955-56	1954-55	1953-54
Appropriations, general . .	\$25,610	\$27,058	\$23,793	\$25,653	\$24,785
Student assistants	4,543	4,089	3,960	3,951	3,381
Endowment funds	31,012	30,365	28,396	27,487	28,587
Gifts, etc.	4,680	2,588	3,141	1,055	2,108
	<u>\$65,845</u>	<u>\$64,100</u>	<u>\$59,290</u>	<u>\$58,146</u>	<u>\$58,861</u>

EXPENDITURES FOR ACADEMIC YEAR

	1957-58	1956-57	1955-56	1954-55	1953-54
Books	\$14,950	\$13,679	\$9,771	\$10,526	\$9,767
Periodicals	5,735	6,269	4,406	4,164	4,620
Binding	3,594	2,830	3,464	3,365	4,257
Increase of Library	[24,279]	[22,778]	[17,641]	[18,055]	[18,644]

Salaries, regular staff . . .	26,106	26,478	27,426	26,439	27,028
Student assistants . . .	4,543	4,089	3,960	3,951	3,381
Janitor service . . .	4,032	4,076	3,693	3,573	3,790
New equipment . . .	516	463	1,166	500	446
Repairs . . .	4,152	4,353	3,689	3,676	3,604
Other expenses . . .	2,217	1,863	1,715	1,952	1,968
	<u>\$65,845</u>	<u>\$64,100</u>	<u>\$59,290</u>	<u>\$58,146</u>	<u>\$58,861</u>

ENDOWMENT FUNDS

I add a table of the Endowment Funds of the Library in order that the various funds and their donors may be recorded.

Name of Fund	Established by	Amount
Achorn	Edgar O. Achorn	
The annual balance from the Achorn Flag Fund.		
Adams	William C. Adams	\$ 2,000
John Appleton	Frederick H. Appleton	10,053
Samuel H. Ayer	Athenæan Society	1,020
Boardman	Edith Jenney Boardman	500
Bond	Elias Bond	7,220
Bowdoin	George S. Bowdoin	1,041
Philip H. Brown	John C. Brown	2,040
Harold H. Burton	His law clerks and secretary	250
Chapman Memorial	Frederic H. Gerrish	7,006
Class of 1875	Class of 1875	1,671
Class of 1877	Class of 1877	1,033
Class of 1882	Class of 1882	2,346
Class of 1888	Class of 1888	1,210
Class of 1890	Class of 1890	2,020
Class of 1901	Class of 1901	727
Class of 1904	Class of 1904	2,415
Class of 1924	Class of 1924	2,000
Lewis S. Conant	Mrs. Emma L. Conant	63,412
Else H. Copeland	National Blank Book Co.	500
Cutler	John L. Cutler	1,020
Darlington	Mrs. Sibyl H. Darlington	1,000
James Drummond	Mrs. Drummond and daughter	3,045
Edward A. Dunlap, III	Mr. and Mrs. Edward A. Dunlap	350
Henry Crosby Emery	Class of 1899	2,000
Francis Fessenden	John Hubbard	10,000
Fiske	John Orr Fiske	1,020
Melville W. Fuller	Mrs. Hugh C. Wallace	25,000
General fund	Several persons	2,473
Arthur Chew Gilligan	Mrs. Mary C. Gilligan	1,102
Gould	Albert T. Gould	1,000
Hakluyt	Robert Waterston	1,100
Roscoe J. Ham	Edward B. Ham	1,055
Robert L. Happ	His friends	100
Louis C. Hatch	Louis C. Hatch	
\$100 annually from the estate of Louis C. Hatch.		
Samuel W. Hatch	Miss Laura A. Hatch	1,000
Charles T. Hawes	Mrs. Hawes	2,500
Holbrook	George A. Holbrook	2,000
Hubbard	Thomas H. Hubbard	106,268

Thomas Hubbard	His sisters and brother	3,307
Winfield S. Hutchinson	Mrs. Adelaide L. Hutchinson	36,885
Elijah Kellogg	Harvey D. Eaton	1,137
Lawrence	William Witherle Lawrence	7,500
Brooks Leavitt	Brooks Leavitt	111,642
Lufkin	Solon B. Lufkin	500
Robert H. Lunt	Mr. and Mrs. William E. Lunt	1,500
William E. Lunt	Mrs. William E. Lunt	510
Frank J. Lynde	George S. Lynde	1,487
Mabel N. Matthews	Mrs. Della Fenton Matthews	1,100
William Curtis Merryman	Mrs. Merryman	1,000
Morse	Edward S. Morse	1,000
Alpheus S. Packard	Sale of Publications	500
William A. Packard	William A. Packard	5,000
Patten	John Patten	500
Pickard	Frederick W. Pickard	152,500
Lewis Pierce	Henry Hill Pierce	32,009
Sherman	Mrs. John C. Dodge	2,209
Sibley	Jonathan L. Sibley	7,094
Sills	Faculty, alumni, and friends	12,371
Edgar Myrick Simpson	Mrs. Margaret Simpson Millar	1,000
Stanwood	Edward Stanwood	1,270
Charles Cutler Torrey	Charles Cutler Torrey	1,000
Walker	Joseph Walker	5,351
Thomas W. Williams	His relatives and friends	500
Wood	Robert W. Wood	1,000
		<u>\$660,369</u>

THE STAFF

The personnel of the Library during the past year has been:

Kenneth James Boyer, A.B., B.L.S., Librarian.

Robert Edwin Dysinger, A.B., A.M., M.L.S., Assistant Librarian.

Raymond Archambault, A.B., Head of Readers' Services.

Edith Ellen Lyon, Cataloguer.

Marjorie Wagg Frost, Assistant to the Librarian.

Wilhelmina Luella Skolfield, Assistant in the Cataloguing Department.

When we installed a new charging desk in the lower hall and consolidated the circulation of closed reserve books with the circulation of books for use outside the Library, we abolished the position of attendant at the reserve desk. The result has been to throw a heavy burden of purely clerical work upon a professionally trained librarian—a waste of ability and a deadening influence upon the individual. I am, therefore, request-

ing that the position of a clerical worker at the loan desk be re-established for the coming year.

In conclusion, I wish to thank all the members of the staff for their support and cooperation. I am also grateful to the Library Committee of the Boards and to the Faculty Committee on the Library for their interest and help.

Respectfully submitted,

KENNETH J. BOYER, *Librarian*

APPENDIX

*The Library, as Classified, Showing Accessions for the
Period from July 1, 1957 to June 30, 1958*

Divisions	Subject	Number Bought	Given	Added	Withdrawn	Total
Bibliography	010	41	6	47		2,878
Library economy	020	17	3	20		1,141
General encyclopædias	030	27		27	5	984
General collected essays	040	4		4		98
General periodicals	050	71	1	72		11,193
General societies	060	1		1		315
Newspapers	070	48	6	54		2,743
Collected works	080	3		3		689
Book rarities	090	1	1	2		1,780
Philosophy	100	10		10		1,318
Metaphysics	110	7		7		175
Special metaphysical topics	120	2		2		148
Fields of psychology	130	34	2	36		1,159
Philosophical systems	140	9		9		140
Psychology	150	31		31	2	1,329
Logic	160	5		5		209
Ethics	170	3		3		1,196
Ancient philosophers	180	8		8		400
Modern philosophers	190	35	1	36		1,299
Religion	200	13		13		2,030
Natural theology	210					195
Bible	220	17		17		1,797
Doctrinal theology	230	22		22		1,206
Practical and devotional	240	1		1		510
Homiletical, pastoral, parochial	250					958
Christian church	260	10		10		1,163
Religious history	270	9		9		1,248
Christian churches, sects	280	16	9	25		1,532
Other religions	290	21		21	1	766
Sociology	300	54	3	57	1	2,438
Statistics	310	23	16	39	1	1,603
Political science	320	183	24	207		8,704
Economics	330	180	65	245	3	9,628
Law	340	110	40	150		7,526
Administration	350	24	28	52	2	4,068
Social welfare	360	8	36	44		1,324
Education	370	60	28	88	5	6,040
Commerce, communications	380	26	7	33	1	3,173
Customs, costumes, folklore	390	14	1	15		689
Philology	400	20		20		1,327
Comparative	410					136
English	420	9	2	11		775
German	430	9	1	10		556
French	440	14	1	15		889
Italian	450	2		2		73
Spanish	460	2		2		107

Latin	470	5	5		360
Greek	480	6	6		654
Minor languages	490		1	1	256
Pure science	500	50	14	64	4,999
Mathematics	510	51	2	53	2,652
Astronomy	520	12	3	15	1,767
Physics	530	84	5	89	2,480
Chemistry	540	85	9	94	3,018
Geology	550	43	116	159	2,056
Paleontology	560	2		2	161
Biology	570	67	9	76	2,035
Botany	580	21	4	25	1,193
Zoölogy	590	48	16	64	3,055
Applied science	600	15		15	820
Medicine	610	78	7	85	2,532
Engineering	620	32	14	46	1,675
Agriculture	630	3	5	8	1,677
Domestic economy	640	1	1	2	102
Communication, business	650	32	1	33	1,188
Chemical technology	660	1	9	10	409
Manufactures	670		2	2	218
Mechanic trades	680	1		1	50
Building	690				65
Fine arts	700	16	3	19	1,655
Landscape architecture	710	3		3	243
Architecture	720	2		2	875
Sculpture	730	2	3	5	544
Drawing, design, decoration	740	1		1	434
Painting	750	8	2	10	1,479
Engraving	760	2		2	273
Photography	770	3		3	153
Music	780	52	8	60	1,888
Amusements	790	19	4	23	1,130
Literature	800	55	1	56	2,471
American	810	95	9	104	10,143
English	820	208	64	272	14,026
German	830	73	5	78	6,342
French	840	157	170	327	11,566
Italian	850	9	1	10	1,896
Spanish	860	32	68	100	956
Latin	870	9	11	20	2,288
Greek	880	45	13	58	2,978
Minor languages	890	6		6	690
History	900	37	3	40	2,659
Geography and description	910	59	7	66	8,030
Biography	920	93	9	102	8,882
Ancient history	930	7	2	9	1,299
Modern history, Europe	940	199	11	210	11,324
Asia	950	21	1	22	711
Africa	960	8		8	175
North America	970	59	9	68	7,672
South America	980	1		1	139
Oceanic and polar regions	990		1	1	177
Alumni collection			3	3	1,400
Maine collection		9	38	47	11,301
Students' Reading Room					1,515
U. S. Documents (serial set)			18	18	6,668
Films		152	5	157	2,505

REPORT OF THE DIRECTOR OF THE MUSEUM OF FINE ARTS

To the President of Bowdoin College:

The Director of the Museum of Fine Arts has the honor to submit the following report for the year ending April 30, 1959.

This has been a year of decision, during which considerable progress was made toward the solution of our most pressing problem, namely, increasing the size of the Walker Art Building. The Governing Boards of the College in February voted an appropriation sufficient to cover a preparatory study and the drawing up of preliminary plans by the College architects. At the April meeting of the Art Interests Committee of the Governing Boards the project was discussed in full with Mr. John G. Faron of McKim, Mead and White. On the basis of that discussion we anticipate being able to report during the coming year the completion of detailed plans for an addition. It will be reassuring for all to know that preservation of the beauty of the present building has been uppermost in the minds of the staff, the members of the Art Interest Committee, and the architects. Mr. James K. Smith, of McKim, Mead and White, is profoundly aware of this concern, both personally and professionally, and will supervise the entire planning of the addition.

The necessity for an addition to the Museum was manifested again this year by aggravated storage problems, by special difficulties in the packing and receiving department, and particularly by continued increase in course enrollment. Despite these problems, classes have gone extremely well during the year, with attendance good and interest high. Our major group has engaged itself vigorously and performed well. The Junior majors have worked hard, attending twenty-four major meetings during the year in addition to the twelve scheduled officially by the College. Among the Senior majors we look forward

to three exceedingly interesting honors papers in May: one, a study of the art of Georges Rouault as an example of the successful welding together of traditional Christian expression with modern style; another, a study of contemporary architecture through an analysis of five recent buildings, including the General Motors Research Plant, the Connecticut General Life Insurance Building, a private home by Walter Bogner, and others; the third, a study of ceramic techniques of the past with a suggested application of such techniques to modern work. This last will be in project form and will be exhibited upon its completion in the Museum. This is the first of the project-type honors papers to be submitted to this department since the recommendation for such projects by the Self Study Committee was approved by the Faculty. We are confident that it will be a project to justify the faith of the Faculty in accepting this recommendation.

We have held a number of exhibitions of exceptional interest this past year. With the cooperation of President and Mrs. Coles and Professor George H. Quinby we were able to show the water colors of Mrs. Susie Wass Thompson in June and July. Mrs. Thompson's paintings are unusually skillful interpretations of Maine landscape, and the special nature of her talent was attested by the large number of sales stimulated by the show. During the latter part of the summer it was our honor to exhibit the work of the Zorach family: William and Marguerite Zorach, Dahlov Ipcar, their daughter, and Jason Schoener, their nephew. This display was accompanied by a highly successful College-wide event, Zorach Day, the high lights of which were a lecture on American Art by Bartlett Hayes, Jr., Director of the Addison Gallery of American Art at Andover, Massachusetts, and a reception for the exhibitors on the Art Building terrace. In November we presented an extremely important loan exhibition, arranged jointly with Colby College, of American paintings from the Whitney Museum in New York. Among the American chef d'oeuvres which graced our gallery walls was Edward Hopper's famous *Sunday Morn-*

ing, and equally well-known paintings by Burchfield, Sheeler, Marin, Hartley, Demuth, Sloan, and Bellows.

Over the last few years the staff has devoted some of its time to the selection and purchase of modern graphic works, both European and American. From time to time we have mentioned these purchases in our annual reports. This past January we exhibited these new acquisitions for the first time. A group of handsome, interchangeable frames was especially made for the collection, and as an exhibition the prints amply demonstrated the tremendous strides which can be made with only slight increases in the money available for the purchase of works of art. Our teaching and exhibition material has been valuably augmented by these new items. We also hoped to encourage through this exhibition gifts to the Museum Purchase Fund in order that such acquisitions may continue.

One of our paintings by Winslow Homer, *The Fountains at Night*, has been absent from the Museum for most of the year on an honorable mission, having been a continuous part of the imposing and vitally important Homer Exhibition organized by the National Gallery of Art in Washington, D. C. This show went on to the Metropolitan Museum in New York, and thence to the Museum of Fine Arts in Boston, where it will close May 3. In addition to carrying the Bowdoin College label to the hundreds of thousands of visitors to these exhibitions, the painting was permanently recorded in the initial catalogue by a handsome photograph. We are very pleased with Bowdoin's contribution to one of the great exhibitions of the decade.

We have been extremely happy to have had two Bowdoin Faculty members engaged in research on some items in the collection during the year. Dr. Gerard J. Brault, of the Department of Romance Languages, has been working on the Bowdoin Family coat of arms, a task which necessitated an intensive study of the Bowdoin silver in the Museum. This work will probably appear ultimately in a *Bowdoin College Bulletin*. Professor Kevin B. J. Herbert has done an article on a Roman

cinerary urn in the Warren Collection, which has been accepted for publication in a fine professional journal. We are pleased to have had this work done and hope other members of the Faculty will give us the benefit of their special abilities in this way. They complement valuably the research of the staff.

One other event of major importance remains to be reported this year—that is the acquisition by the Library of a complete set of the *Kunstlexikon*, edited by Thieme-Becker. The most complete, accurate and up-to-date encyclopedia of painters available anywhere, these volumes are indispensable for professional cataloguing, art-historical scholarship and connoisseurship. We are most grateful to all of those whose foresight and interest made this purchase possible.

There follows a detailed report of the Museum's activities and acquisitions during the year, as compiled by the Curator, Dr. Carl Schmalz, Jr.

EXHIBITIONS

May 4 - May 31: Paintings by Edythe A. Laws and Emily Muir.

June 8 - July 15: Water colors by Susie Wass Thompson.

July 23 - August 31: Zorach Family Exhibition: Paintings and Sculpture by William and Marguerite Zorach, Dahlov Ipcar, and Jason Schoener.

September 1 - October 31: Selected Reproductions from the Student Loan Collection.

November 3 - November 22: Loan Exhibition of American Paintings from the Whitney Museum, New York.

November 22 - January 10: Japanese Prints, lent by T. Kitagawa.

January 11 - February 7: Original Graphic Works selected from those newly acquired by the Bowdoin College Museum.

February 15 - March 31: Paintings, Drawings, and Prints

by Jan Cox, lent by the Smithsonian Institution Traveling Exhibition Service.

April 1 - April 23: Etchings by Emile Nolde, lent by the Allan Frumpkin Gallery, Chicago.

The hope which we expressed last year that loans to the Museum would continue to enrich our offerings was most gratifyingly fulfilled. Readers of this report who have visited the Museum during the year will understand the depth of our gratitude to Mr. Robert Hallowell Gardiner, of Gardiner, Maine and Boston, Massachusetts, through whose remarkable generosity the Museum has been able to display since the first of October the Gardiner Family Collection. This outstanding group of American portraits by John Singleton Copley, Gilbert Stuart, Chester Harding, and William Morris Hunt has provided an illuminating complement to our own paintings in the Bowdoin Gallery. We have been profoundly honored by this loan and offer our sincere thanks to the lender and his family for allowing us this opportunity to exhibit publicly a collection rarely seen outside *Oaklands*, the Gardiner Estate in Gardiner, Maine.

We and our visitors have also continued to appreciate the paintings by Rembrandt, Cuyp, and Gainsborough lent through the unfailing generosity of Eunice, Lady Oakes, and we once again gratefully acknowledge our indebtedness to her. We have profited by the sabbatic leave of Professor William C. Root, who lent us several fine pieces of Pre-Columbian pottery and metal-work. Professor George H. Quinby lent *The Derelict*, an oil painting by Robert R. Bliss, of the Class of 1947, which has been exhibited at various intervals during the year. Similarly shown from time to time have been two splendid paintings lent by Waldo Peirce, one of the deans of American painting: *Family Group*, 1948; and *Johnny and Mike*, 1949. Mrs. Virginia Minot kindly lent us two paintings of extraordinary interest by the late young American artist, Daniel Cohen. These pictures, *Studio Chair* and *Girl Reading*, have also been

on display frequently since September. To these, as to all of our many generous and interested friends, we extend our sincere gratitude.

ACQUISITIONS

- 1958.3 *Two Birds on a Wisteria Branch*, a twentieth century Korean painting, given by Master Sergeant Frank Leslie Doggett, Bowdoin College Reserve Officers' Training Corps.
- 1958.4-5 Two water colors by the late Carol Bates: *Tumbledown Mountain*, the gift of Mr. James H. Lowell in memory of Mr. A. M. G. Soule; and *Tidal River, Small Point, Maine*, given by Mrs. William Tudor Gardiner.
- 1958.6 A lithograph by Odilon Redon from the *Temptation of Saint Anthony* series, purchased from the annual appropriation.
- 1958.7 Colored lithograph, *Abstraction*, by the contemporary German artist, Willi Baumeister, purchased from the annual appropriation.
- 1958.8 *Bull*, a superb woodcut by the modern Italian print maker, Baldasare Casarella, purchased from the annual appropriation.
- 1958.12 An unusual colored lithograph by Jacques Villon, *Les Bucoliques de Virgile*, purchased from the annual appropriation.
- 1958.13. 1-8 An etching by George Harvey, and seven etched plates by the same American artist, given by Mr. Elliott C. Rogers.
- 1958.14 *Sea Wall*, a vigorous study of sea and atmosphere in water color by Susie Wass Thompson, given by the artist.
- 1958.15 A small Egyptian terra-cotta image of *Osiris*,

- bequeathed by William W. Lawrence, Trustee Emeritus and a member of the Class of 1898.
- 1958.16-44 Near Eastern, Egyptian, Greek, and Roman antiquities including terra-cotta, faïence, glass, and bronze fragments, and some coins, a part of the bequest of Helen Johnson Chase in honor of her father, Professor Henry Johnson.
- 1958.45 A small, but very characteristic lithograph by Henri Toulouse-Lautrec, *Woman with a Hat Box*, purchased from the annual appropriation.
- 1958.46 An *Abstraction* in etching and dry-point by Wassilj Kandinsky, purchased from the annual appropriation.
- 1958.47 *Bacchanalia*, a large lithograph by Pablo Picasso, purchased from the annual appropriation.
- 1958.48 An etching by Albert Marquet, *Paris Landscape*, purchased from the annual appropriation.
- 1958.49 *Woman Coming from the Bath*, a splendid red chalk drawing by Aleksandr Archipenko, purchased from the annual appropriation.
- 1958.50 Raoul Dufy's typical style, exemplified in a colored lithograph called *View of a Port*, purchased from the annual appropriation.
- 1958.51 A *Self-Portrait* by Paul Cézanne, lithograph, purchased from the annual appropriation.
- 1958.56 A Russian Icon dating from the late eighteenth century, subjects undetermined, the generous gift of Mr. William R. Crowley, an Overseer and a member of the Class of 1908.
- 1958.57-59 Three magnificent Flemish tapestries of the mid-eighteenth century (two side panels and an over-door), the gift of Mrs. Philip O. Coffin.

- 1958.60 *Mill Pond*, a superb example of the work of Jason Schoener, young American painter, bought for the Museum by thoughtful anonymous benefactors.
- 1958.61. 1-77 A large and exceptionally fine collection of Japanese netsuke, bequeathed, together with a cabinet for their display, by Edward F. Moody, of the Class of 1903.
- 1958.62 An oil painting by John Carroll called *Corsica*, the splendid gift of Stephen M. Etnier.
- 1958.63 *Sheep*, a large oil painting and interesting example of American Impressionism by William Robinson Leigh, given by Colin J. Campbell, of the Class of 1908.
- 1959.1 An Adam-Hepplewhite carved gilt mirror of outstanding quality, the gift of Mrs. Sylvia Engel Ross, of Bangor.
- 1959.2 An oil portrait, possibly by Eastman Johnson, of *Commodore Horatio Bridge*, of the Class of 1825, given by Miss Marian Bridge Maurice.
- 1959.3. 1-16 An oil study, a pastel study, and fourteen preparatory sketches for *Venice*, his mural in the Museum, by Kenyon Cox, given by Col. Leonard Cox, Mrs. Caroline Cox Lansing, and Mr. Allyn Cox.
- 1959.5-8 A reproduction of a demitasse cup and saucer, the first Lenox china design, and examples of dinner plate and cup and saucer in Lenox's most recent design, "Sculpture," given by Lenox, Inc.

The Museum has happily accepted gifts of several important source books during the year, and has added to its library some thirty volumes by purchase. We have bought and been given

a total of sixty-three reproductions of drawings and paintings for the Study Collection and the Student Loan Collection. These are two of the areas in which we are pleased to report the continuing enrichment of our material available for student enjoyment and research.

A great deal of immensely valuable work on the Museum catalogue has been completed during the year, and we can now at last see the end of the reorganization of our records and possessions. Largely responsible for this heroic achievement has been Mrs. Gordon Hiebert, who has undertaken cheerfully and ably an extremely difficult task. We here acknowledge our sincere regret at her resigning at the end of April and record our profound gratitude for work which will benefit the Museum for many years to come.

We are pleased to report statistical evidence of the Museum's health and growth. Attendance figures for the past three years show a steady increase, as follows:

1956-1957		6,264
1957-1958		7,515
1958-1959		9,660

These figures would be much greater were we to include the large number of students who enter the Museum daily to attend classes in art. It is not customary for museums to count student attendance, but it represents a vital part of our function and is significant when it is as large as ours is.

Respectfully submitted,

PHILIP C. BEAM, *Director*

